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# AMERICAN

## Educational Monthly.

DEVOTED TO

### Popular Instruction and Literature.

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# AMERICAN EDUCATIONAL MONTHLY.

Vol. IV.

MARCH, 1867.

No. 3.

## OCEANIC PHENOMENA.

### III.

#### TINTED WATERS.

THE waters of the "Deep blue Sea," so often described by poet and traveler, are not always blue. At times the sea takes on strange colors, and the sailor finds his vessel plowing through tracts of water green as his native meadows, or perhaps white as are those meadows when covered with snow. Sometimes the water seems turned to blood; at others, it is a sea of fire, and,

\* \* like a witch's oils,  
Burns green, and blue, and white.

Before the microscope revealed the nature and cause of these strange phenomena, they were, not unfrequently, sources of alarm to navigators, and contention among scientists. Many even denied their occurrence, classing the accounts given of them among the apocryphal "yarns" of seamen. And it was not until quite recently that the matter was thoroughly investigated and all disputes set at rest.

#### WHITE WATERS.

In July, 1854, Captain Kingman, of the *Shooting Star*, sailed through a remarkable patch of white water, which he thus describes: "I have seen," he says, "what is called white water, in about all the known oceans and seas in the world, but nothing that could compare with this in whiteness or extent. Although we were going at the rate of nine knots, the ship made no noise at either bow or stern. The whole appearance of the ocean was like a plain covered with snow. There was scarce a cloud in the heavens, yet the sky for about ten degrees above the horizon, appeared as black as if a storm was raging. The stars of the first magnitude shone with a feeble light, and the Milky Way of the heavens was almost eclipsed by that through which we were sailing. The scene was one of awful grandeur: the sea having turned to phosphorus, and the heavens being hung in blackness, and the stars going out, seemed to indicate that nature

was preparing for that grand conflagration which we are taught to believe is to annihilate this material world."

The white water extended over twenty miles, and was divided longitudinally through the centre by a strip of dark water about half a mile in width. A quantity of the white water, when put into a tank, appeared to be alive with luminous worms. These, when caught in the hand, emitted light until brought near a lamp, when nothing could be seen. Examined under a glass, they seemed to be merely bits of jelly-like substance—evidently *acalephæ*, as they had the power of expanding and contracting themselves.

The luminosity of these gelatinous worms, living and dead, often convert, by their phosphorescent light, the surface of the ocean into one vast sheet of fire, producing the phenomena known as

#### PHOSPHORESCENCE.

The color of the light varies. When *medusæ* predominate, the water is of a greenish golden hue, and in passing through a net, resembles streams of molten metal. At times, shrimps and other kindred crustacea take possession and produce a pure white light; and when the beautiful little hydroid *dysmorphosæ* is in greatest numbers, the water glows with a brilliant bluish tint.

The ocean is phosphorescent in all zones; but travelers tell us that one who has not witnessed the phenomena in the tropics, and especially in the Pacific, can form but a very imperfect idea of the majesty of this brilliant spectacle. Humboldt says that "the traveler on board a man-of-war, when plowing the foaming waves before a fresh breeze, feels that he can scarcely satisfy himself with gazing on the spectacle presented by the circling waves. Whenever the ship's side rises above the waves, bluish or reddish flames seem to flash lightning-like upwards from the keel. The appearance presented in the tropical seas on a dark night, is indescribably glorious." The phenomena seen from an open boat is equally grand. Mrs. Agassiz, in her "Sea-side Studies," tells us that "Occasionally one is tempted out by the brilliancy of the phosphorescence when the clouds are so thick that water, sky and land become one indiscriminate mass of black, and the line of rocks can be discerned only by the vivid flash of greenish golden light, when the breakers dash against them. At such times there is something wild, weird, in the whole scene which at once fascinates and appals the imagination: one seems to be rocking above a volcano, for the surface around is intensely black, except when fitful flashes of broad waves of light break from the water under the motion of the boat or the stroke of the oars."

For the thorough investigation of this subject, we are especially indebted to Ehrenberg. By passing sea-water through a filter, he accumulated

a large quantity of luminous infusoria, principally of the genus *Photcharis*. Under the microscope, these presented a most interesting appearance. A drop of sulphuric acid irritated them and produced an instant flash, followed by a succession of flashes running along the back, until each animalcule resembled a "burning thread of sulphur with a greenish yellow light." Humboldt thinks that some animal excretions irritate them, since the flash in the track of a porpoise or shark is much more intense than that from the stroke of an oar or the motion of a boat. The light is regarded by many as electric. If so, the infusoria must possess enormous powers to shine so vividly in so energetic a conductor as water.

Phosphorescence is frequently produced by putrescence. Decayed fish and corpses in dissecting rooms frequently exhibit a similar light. Like agencies aid in producing phosphorescence of the sea. Humboldt after bathing at Cumana, found his body luminous from shreds of such matter, and Ehrenberg discovered many threads of decaying animal substance among luminous infusoria.

#### RED WATERS.

Less frequent than the white, though no less extraordinary, are the red waters. The Red Sea is at times of this color, and thence derives its name. For a long period, many European navigators positively denied the coloration of this sea, while others, equally reliable, as positively asserted it. Both were partially right; for the tint being due to vegetable life, occurs only at certain seasons. A scum, called "sea-sawdust," by sailors, and resembling bits of chopped hay, floats upon the surface. Under the microscope this is resolved into fragments of minute *algæ*, or sea-weeds. Scums closely allied to this were seen by Mr. Darwin in other seas. He reports one strip thirty feet wide and two and one-half miles long. M. Montagne gives an interesting description of the color of the Red Sea. "I entered the Red Sea by the Straits of Babelmandel, on the 8th of July, 1843, on board the Arabian steamer. On the 15th the burning sun of Arabia suddenly awoke me with its brilliancy, unannounced by dawn. I was leaning mechanically out of the poop windows, to catch a little of the fresh air of night before the sun had devoured it, when, imagine my surprise to find the sea stained as far as the eye could reach behind the vessel! If I were to attempt to describe this phenomenon, I would say that the surface was entirely covered with a close, thin layer of fine matter, the color of brick-dust, but slightly orange. Mahogany sawdust would produce such an appearance. When put into a white glass bottle, it became, in the course of a day, deep violet, while the water itself had become a beautiful rose color. This appearance extended from Cosseir, off which we were at day-break on the 15th of July, to Tor, a little Arabian village, which we made about noon the next day, when it

disappeared, and the sea became blue as before. During this time we must have passed through about two hundred and fifty-six miles of the red plant."

The red tint is not always due to vegetable matter. Mr. Darwin states that off the coast of Chili, the *Beagle* passed through great bands of turbid water. At a distance, these resembled swollen rivers which had flowed through a red clay district, but at the ship's side they were of a dark chocolate color. Some of this water placed in a bottle, was of a pale reddish tint, and when examined under a microscope, appeared to be absolutely alive with animalcules darting about, and frequently subdividing. These were all microscopic, and none exceeded a thousandth of an inch square in size. Poeppig observed a similar phenomenon off Cape Pílares. Here the patch of discolored water was twenty-four miles long by seven broad. At first the color was dark red, but gradually changed to purple, and in the track of the vessel, was a delicate rose tint. The water is said to have been transparent, but contained vast numbers of small, reddish dots, very probably *acalephs*, moving in spiral lines. Maury and some others maintain that interior seas in riverless districts, are liable to become red from excessive saltiness, just as in salt-maker's vats the brine becomes deeply reddened when thoroughly saturated. This is a preposterous theory, since no sea approaches saturation.

#### WATERS OF OTHER TINTS

frequently occur in various parts of the world. In the Arctic Ocean, Scoresby found the water often changing from ultramarine to green. The Persian Gulf is usually green, and is called the Green Sea by eastern geographers. There is said to be a green strip off Arabia, so distinctly marked, that frequently a ship may be seen in green and blue water at the same time. Black water occurs off the Maldives, and off Guinea, white. Along the chalk cliffs of England, and for many miles out, the water is milky. In the seasons of floods, large rivers render the ocean turbid to a great distance from their mouths, the influence of the Amazon being visible seven hundred miles from shore.

---

THE office of a schoolmaster is a thoroughly honorable one; and, notwithstanding all the evils which disturb its ideal beauty, truly for a noble heart, one of the happiest ways of life. It was once the course I had chosen for myself; and it might have been better had I been allowed to follow it. I know very well, that spoilt as I now am by the great sphere in which I have spent my active life, I should no longer be fitted for it; but for one whose welfare I have so truly at heart, I should wish that he might not be spoilt in the same manner, nor desire to quit the quietness and the secure narrow circle in which I, like you, passed my youth.—*Neibuhr*

## AN IMPROVEMENT.

IN most of our public schools, the practice prevails of teaching the children reading and spelling without writing, for a number of years, and to begin instruction in writing and penmanship not before the ninth or tenth year of age. It is perhaps feared that for children of a tender age writing is too difficult an exercise ; their muscular system being yet feeble, and their ability to imitate written characters and to preserve cleanliness, but little developed. Perhaps other reasons, even less satisfactory, have caused this practice which is unknown in Europe.

It would be an improvement to begin instruction in writing and penmanship at the same time with that in reading and spelling. At the end of each reading or spelling lesson, the pupil should be given a part of the same to copy on his slate, the teacher correcting the errors the pupil may have committed, and finally making him read over the copied piece. It is essential that children should be accustomed to copying correctly, even to punctuation and the dot over the *i*. Penmanship is begun on the slate, and with copying characters from the black-board in half inch size, the teacher telling wherein the real beauty of each character is founded, and giving the pupils no new letter to copy until the foregoing is well formed. In this way perhaps ninety per cent. of all children between the sixth and ninth year of age, may be trained to the acquisition of a nice, even a beautiful penmanship ; the remaining ten per cent., at least, to forming correct and legible characters. This practice ought to be carried through all the elementary classes.

The advantages resulting therefrom are obvious. 1. The acquirement of correct and fluent reading and spelling is facilitated. The pupil must needs devote a greater amount of attention to analyzing words into elementary sounds and their representative letters, and to recomposing them into words, than he requires for simply reading. In simply reading he too easily forms the bad habit of committing at once the whole image of a word and its sound to memory, without first analyzing and recomposing its component elements ; words which he has rarely or never seen before, particularly long or foreign words, will, therefore, cause him great trouble, and will never be fully mastered : he will find great difficulty in learning foreign languages. Spelling, even in his mother tongue, must be practised by him for a great length of time every week, and through many years, before he can be a correct and ready speller. But a pupil who is used to taking each word correctly and rapidly to pieces and recomposing it—a practice which he soon acquires by copying from his reading book, is sure to become a good reader and speller. 2. Writing itself is thus rendered an easy task, because it is begun early,—because the image of each word, in its written and printed characters is, in his

memory, indissolubly linked with its sound and meaning. He scarcely needs any orthographical exercises, and but very few oral spelling exercises. You can, on his entrance into the grammar classes, immediately put him to finding examples to the grammatical rules and teachings, and exhibiting them in correct writing. You can, as soon as he enters the high school classes, give him the easier kind of themes for home work, because he is no longer retarded by uncertainty as to spelling and forming letters. You can, even in primary classes, easily occupy him with home work in copying, and if you have several divisions in one class, can fill up the time of the one usefully while you engage the others in reading or spelling. 3. The study of foreign languages and the correct pronouncing and spelling of foreign or difficult words are made easier, because the pupil has the confirmed habit of analyzing each word into its elements and recomposing them. 4. Attention, cleanliness, carefulness and presence of mind are exercised—always provided that the teacher fulfills conscientiously his duty in correcting the copied pieces, and enforcing thereby correctness of writing. 5. More love for learning is engendered in the pupil, if he yields at an early age the power of writing as well as reading, and can make use of it for his amusement or for useful purposes. As to several other advantages connected with this method, we leave it to the teacher who tries it, to find them out for himself. It is sufficient to assure him that the experience of the best European schools which have adopted this method, settles the question as to its usefulness.

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#### NOTES ON DISTRICT SCHOOLS.

AT the annual Convocation of the Teachers of New York, held at Albany last August, when complaint was made against colleges for sending out graduates so poorly trained, the reply was, "Let the academies send us young men better prepared." And the academies said, "Then must the ward schools, and the union schools, and the district schools give us better material." Certainly, these demands were reasonable. The bad apple has a right to complain of the branch, and the branch, of the trunk, and that, of the roots, and these, of the soil.

A recent trip through one of the New England States, in which the writer visited many of the common schools, convinced him that though much had been done for these schools, much more remains to be done.

Most of the school-houses were found to have very low ceilings, to be poorly ventilated, and most unhappily located. Evidently those who superintended the erecting of the buildings had no true knowledge of the laws of health, or were culpably regardless of them. The sites chosen

were quite uniformly those that could be purchased at the lowest price—rocky sites, where no beautiful flowers and trees could be grown, and where no walks or play grounds could be made a source of diversion and enjoyment.

There are two inevitable results of these facts. First, that suitable teachers cannot be employed in such schools, and growing out of this, the fact that thousands of young minds are being crippled forever ; for it is a false teaching that every “child of genius” *will* rise by the force of his own innate energies. The teacher, like other men, labors for money, or pleasure, or usefulness, or all these combined. And no teacher of culture and refinement finds pleasure in spending the best hours of his life in such surroundings. If compelled to do so, his work is generally performed without heart, and is therefore poorly done. Few, if any, are found in these schools who regard their employment as agreeable. On conversing with them you will find them ashamed of their surroundings ; they wish it to be understood that they are teaching only for “this season,” or “merely to accommodate some one else,” or “to do the almost indispensable preliminary work of every literary man”—to teach at least one district school : for it is rather an honor than otherwise to do a *little* of that which almost every great man has done.

If we enter one of these ill-furnished school houses and find incompetent teachers, we must not blame *them*. It would be unnatural and revolting for them to be there if they were competent. Committees know that only teachers of little experience and ability will long remain in these unattractive houses, and they look for such. Let the common school houses be large and airy, supply them with choicely selected furniture and all the necessary appliances of a good school ; let the buildings be erected on suitable ground ; let shade trees be planted, walks laid out, play grounds made—in a word, let the school house and school grounds become a magnet so strong that they will attract the children, and they will command good teachers.

The present unfortunate state of affairs arises, in part, from the penuriousness of the people, but more from ignorance of the care which a true culture demands. They do not understand that the child from eight to sixteen years needs to be in contact with the best minds, and requires the most careful and intelligent training, to develop those buds which, with too little sunshine and shower, will never half unfold.

How, then, shall these evils be remedied ? Only by agitation ; only by making the guardians of the young to appreciate the difference between educating and teaching, between learning and *growing* in knowledge ; by improving the means and methods of instruction, and by so increasing the remuneration of teachers, that good teachers can afford to remain where they are most needed—in our primary schools.



JOHN BOYD.

## CHAPTER VI.

"YOUR reading," said John to Miss Woodstock, "so stirred Millie here, that verily tears have stood in her eyes. You have a faculty, Miss Woodstock, which would stir the million as well. Could you not lecture? You perceive I am enthusiastic; but, believe me, it is an element in my creed to think that the power which is inwardly felt should have utterance." "I am a woman." "Woman or man, let the power have free course and be glorified." "Public opinion paints the woman orator as bold-faced." "Shape public opinion." "It is an effort I shrink from." "What if every audience shelter you?—What if respect greet you as in the family circle? It would." "I have thought of it. Woman has wrongs which only a woman can appreciate. The bent has grown with me to speak for my suffering sisters. I see many of them friendless, weak, imposed upon. I see society calm in spite of their condition—frowning upon the almost sole means of their relief. I stand between. I have stood between for years—bleeding at my heart when looking at my sisters, and writing bitter things against my cowardly self when glancing at the frown upon the brow of society.—And here I am." "Disobedient and punished." "Yes; dejection—almost a horror—rests on me at times." The door opened, and Professor Beelen entered. He bowed, and walked to his desk and sat down. Miss Woodstock's eyes were on him. She, with the others, stood not far from the desk. She turned to John and Millie. A different look was on her face now. "Perhaps," she said, "I should have undertaken it, had it not have been for him. He has been trying long to oust me from this school, and so I stay here.—Do look at him." She spoke in a tone which must have carried some of her words to the Professor's hearing, and Boyd looked as though desirous of increasing the distance between them. The Professor, however, appeared to be industriously intent upon some writing to which he had at once devoted himself. Presently he arose and entered a recitation room. "He speaks well of you," said John. "Does he? Humph!" "Of course," said he, "we must judge others by what we hear them say and see them do." "Was it the Egyptians who worshipped the cat? If I mistake not, some nations have regarded the serpent also with reverence. That was to their taste. It is not to mine; one must either say, it is god or beast. I prefer to say the latter. You will, no doubt, find him a delightful associate—a man of learning." "A professor." "Yes;—though, by the way, where he got that title is wickedly regarded by some as a question. Some say he assumed it; though that, of course, must be a slander. His learning is so palpable,



you find. He can talk learnedly by the hour—in quotation points. He can utter volumes—of anecdotes. He can discourse to you tomes—of patchwork. He is learned and eloquent—so the paragraphs which he puts into the newspapers say. He is—Professor Beelen. Off goes the head that bows not down and worships—if it can be got off.” Miss Woodstock spoke in rather a loud tone, and Boyd glanced towards the door of the room whither the Professor had gone. A shadowy white face was peering through the door window. Presently the Professor stepped out and walked across the assembly room to another recitation room. Miss Woodstock’s eyes were fixed upon him all the way. When he disappeared she turned to Boyd. “Perhaps,” said she, “you have studied some of the traits that characterize the feline race—and the serpentine race. The tread is the cat’s you observe; the undulatory movement the serpent’s.” “Mind,” said John, “I utter no opinion. I don’t know him. So far, he has treated me politely and kindly.” “The cat that will devour its dead mistress’ face, is taken in and cherished. Softness of fur and purr, coupled with claws and teeth. Sweetness and savageness;—either, as either shall serve to get the food.” “I know nothing of this, Miss Woodstock. I’ve come to teach, not to quarrel.—I see you like bluntness in preference to hypocrisy.—” “Hypocrisy! The boys call him Old Hyp.—But here I’m at it again. Your rebuke is taken. In all frankness I like you for it.—You’ll find out.—Pshaw! Well, good evening. I have some work to do in my room. By the way, Miss Boyd, be my guest to-night, won’t you?” “O, Miss Woodstock, I could hardly think of such a thing.” “Well, it is settled then that you will be my guest. Wait here please, a moment.—” “But—” “I’ll be back soon.” Miss Woodstock went to her room. “To think, John,” said Millie, “of my staying with her—stranger as I am!” “Certainly, Millie. You can see that you are thoroughly welcome, and welcome visiting is appropriate visiting. Besides I want you to stay.” “O, John, your leaving me so! To have everything taken from you—to be driven out of your house empty-handed,—and so suddenly,—and you would not stay even one night with us! I found myself, I hardly know how, in the road going blindly to your house.—I thought I should fall when that man told me you were gone.” “Pragge?” “No; I didn’t see him at first. It was that big purple man. No sooner had he told me you were gone than there came from the next room a shriek, followed by a wail, and then came a crashing clatter as though of breaking furniture, and then a confused scolding of discordant voices, and, finally, while I was looking toward the open door, an eye appeared around the edge looking at me.” “Pragge?” “John, who is that man?” “What did he say?” “He came out and stood by the door and said I had been talking against him to injure him, and that he would hunt you down with a certain story until he had brought your ruin.—Do you believe me, John,

in spite of my worryment, I couldn't help laughing in his face?" "Well, let us laugh over it again. That's best.—The trouble is that, though, should he attempt to carry out his absurd threat, honor would keep my mouth closed to any explanation. It is a peculiar case."

Professor Beelen came from his room and joined them. "You and Miss Woodstock have been talking?" he said. "Yes sir," said John. "No one," said the Professor, "knows the depth of that woman. She fancies affronts, and then fancies defects, and she becomes irreconcilable—she boasts of that—and she employs every art to injure the innocent object of her suspicion.—Ha! hem'm!" "I don't know her," said John, "and of course, can express no opinion." Hereupon there came a silence, and they stood for a few moments, each looking as though expecting the other to say something further. At last, the Professor bowed and walked away.

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#### CHAPTER VII.

NEXT morning opened with a cloud over Wye, that drooped to the steeples, and exuded a clammy drizzle that clung to every exposed object like a mould. Rain spattered down at intervals through the dull atmosphere in misty showers. The wetness searched every place whither the outdoor air could penetrate. Wye looked torpidly dismal. The weather was well calculated to drive men into sullen silence or splenetic utterance. On his way to school, Boyd stepped into the post office, and there met two gentlemen to whom, at a previous casual meeting, he had been introduced by Professor Beelen, and so on meeting here again they spoke and tarried to talk.

"How do you like Mr. Beelen?" asked one—a Mr. Sneague—a tall spare man with a prying stoop. "He treats me well," said John. "You haven't crossed him yet," said Mr. Sneague, with a sneeringly insinuating laugh. The tone denoted spite rather than warning. "Zechariah Beelen," said the other, Mr. Boole, a stout man, with a large long face, and general physique that denoted a preponderance in his nature of the animal over the spiritual, "Zechariah Beelen,—I've always given it as my opinion—Zechariah Beelen wouldn't hesitate to tread down his best friend for the sake of rising." "This," said John, "I must of course take only as your opinion. He has treated me courteously and kindly so far. When he treats me otherwise it will be time for me to retaliate. Until then regard me as friendly to him." "Well, you'll find him out," said Mr. Sneague. "I wouldn't," said Mr. Boole, "I wouldn't for a good deal say anything to cause you to dislike Mr. Beelen, or to occasion trouble between you. But, mark my words, if you should chance to want what he wants—then, look out. That's all."

Perhaps it might be regarded as a coincidence that the Professor was standing at the post office gate. At John's approach he seemed to spy him accidentally, and his face bore a look denoting a pleasant little emotion of surprise. He lowered his own umbrella, and coming familiarly under Boyd's, took his arm, and thus the two walked together towards the school. As it was not raining just then, Boyd, at the Professor's suggestion, lowered his umbrella, and the latter talked, keeping his face—smiling or solemn as the topic demanded—familiarly close to John's. "I would insist," said the Professor, in the course of their talk, "upon your pupils reciting accurately and promptly. The memory is a very important faculty to be cultivated, and it should be well stored. So I would keep them well up in their lessons." "How about the consciousness?" suggested Boyd. "You mean —. Ah!" The Professor looked to him enquiringly, and Boyd continued: "The development of the soul-life into thought—of human being into human consciousness—has seemed to me to be the chief end of education." "Ah?" "A man is educated only so far as he originally thinks." "Yes,—Yes; that is so." "It is the living who eat; not the dead. The mere mechanical memory is but an inanimate receptacle of unconnected outward facts. Apart from other faculties, it is but as a store-room in which you huddle unused things. And so, when we speak of nourishing the pupil's mind from without, we of course mean the supplying to him of such outward facts and truths as his quantity of conscious life will enable him to digest, and metamorphose into itself. Could I rule, I would teach in this way." "Ah!" The Professor was engaged in bowing to three young men, who, instead of returning the bow, marched stiffly by. The Professor turned white. Presently he took out his memorandum-book and entered the following: "*Mem.* 'Could I rule, I would teach in this way.' Boyd. *Mem.* Big words used by Boyd." Then with a smile he turned to John again. "Did you," asked Boyd, "ever think of the poet, in that connection?" "Ah, you mean in connection with—with—what we have been talking about? Ah, yes." "The mass of men," said John, "have mental life that is ready to become thought upon their hearing it voiced by another. It is the poet who gives them the language." "The poet, you think, needs no education?" suggested the Professor, fumbling at his note-book. "He needs," said Boyd, "all that others have, and more. He is educated by others; he passes beyond others, and when finally manifested, leads all—himself the led of God." The Professor raised his book and pencil again and wrote, "*Mem.* Theology. Boyd. Strange. Heterodox?"—"Ah! Hum! Shakespeare?—would you trust Shakespeare as a teacher?—the effect—would it be good—on the young, for instance?" "Shakespeare!" said John. "He is the educator of the world—The poet in chief—The voicer of the universal man." "You would not think his writings too

theatrical?—calculated to divert the minds of the young from the solemn interests of their souls to the worldliness of the theatre?—You would not think his writings too dramatic?" "Human life intensified is always dramatic." "The dramatic, you would not think, is religiously and morally injurious?" said the Professor, fumbling at his note-book. "There are many bigoted notions in the world yet," remarked Boyd. The Professor raised his book and wrote "*Mem.* Boyd favors the theatre. His influence deleterious to the pupils?" "You see," said he, with an appreciative smile, "that I take notes. For years it has been my custom to take notes of such conversations as I think should be preserved. It isn't often that we meet with those with whom we can talk in this way." "The theme is common enough, I suppose," said John. "The world," he continued, "progresses in proportion as man is made manifest. Shakespeare, more than any writer not scriptural, has sounded man. Not yet is this writer fathomed. We are ever making new discoveries in his works, of truths, the laws of which still remain unknown. For example, why does Shakespeare double each of his chief tragic characters by introducing another moved by the same passion? Lear has his Gloster; the jealous Othello has his jealous Iago; Hamlet has his Laertes,—each is incensed against the king for the real or supposed murder of a father; Banquo, as well as Macbeth, struggles with murderous thoughts towards Duncan"—they had reached the door of the school-house, and Boyd ceased speaking; the Professor, was eagerly writing in his note-book. "I should like to hear more of this," he said, as they were going up the stairs.

The first lesson for John to attend to that morning was in elocution. The Professor entered the room to notify the class that this branch had been transferred from Miss Woodstock's care to Mr. Boyd's. A sound of dissent arose. The Professor glared at the boys a moment, then resumed his sweet look and turned to talk with John. Another demonstration of feeling presently arose from the class. Miss Woodstock was entering. Stillness returned, and the boys watched her.—She walked directly to the Professor and confronted him. "How is this?" she asked, "that my class in elocution is in this room and not in mine?" "We have thought it best to let Mr. Boyd have elocution ——" "No." "Hereafter at this time of the day you can take spelling instead." "No." "Elocution, we think, belongs more properly to a man than to a woman, and—," "Are you in league with him?" she harshly demanded, turning from the Professor to John. "I am in league with no one," he replied; and then turned away and seated himself at his desk and examined his roll book. She came to him, "I did wrong to ask you that," she said. "It is all right," said John, looking up and smiling. She, then, turned and walked out of the room. The boys exchanged significant glances. One of them, Henry Crane, raised his hands to lead the

applause, by clapping. All began to clap their hands, but the applause was instantly checked by a glare from the Professor. "I'll skin the one who stirs," he hissingly exclaimed, and then he turned to John again. Miss Woodstock re-opened the door and spoke to him. "Mr. Beelen, may I see you a moment?" she asked rather imperiously. As he approached her, a slight hiss arose from the class. He turned and glared at the boys, and then went out. When they stood together outside, she closed the door and confronted him. "There is something," she said, "that I have wished to say to you." "Ah?" "You are the most contemptible beast I ever set eyes on." He turned white; and purple spots became visible on his face. His cheeks sunk in, and his lip twitched. "Now listen," she continued, "don't you ever speak to me again, excepting officially." She turned and left him.

Meanwhile Boyd had been endeavoring to manage his class inside. They seemed to have become bewitched. Some were shoved suddenly to the floor, and got up rubbing a limb, and looking to the teacher for commiseration. Some threw things and then looked mischievously innocent. There was a storm of whispering and loud talking. Cries of pain mingled with calls for justice, and noisy condemnation with roguish laughter, and finally, twenty questions in equity had arisen, that would have puzzled a judge to settle. "Boys," said John, "it is clear that you do not know me. Probably my position before you just now is displeasing to you. You prefer that Miss Woodstock should teach you in elocution." "Yes, yes," some cried. "Well," said Boyd, "I will use all my influence to have her restored to you. Before this morning I was not aware that she had been your teacher in this branch. Rely upon me. It shall ever be my effort to make your school-life pleasant." These remarks elicited applause, and the class became manageable. Boyd had observed that Golden Hair's seat was vacant. "Can any one tell me," he asked, "where Charles Smith is?" "He says he isn't coming any more." "Mr. Beelen whips him." "He says he's going to a private school." "Mr. Boyd, do you think a boy ought to be whipped for not telling the principal what a teacher says to him?" "Mr. Beelen whipped him twice running, yesterday, for nothing." "His back is skinned." "He whipped him last time for not telling what Miss Woodstock said to him."

"Let us go on with the recitation," said Boyd, at last.

"Bad, bad, bad!" he muttered, after the dismissal of the school, as he stood alone in a recitation room, the front window of which overlooked the street towards the west. The clouds were breaking, and the sun shone through the rifts. He opened the window and stood looking out. On the tempered air, even in that winter month, there was a scent of spring. Miss Woodstock entered accompanied by Millie, who, according to promise, had come at that hour. They joined him at the window. "Do

look at that poor creature!" exclaimed Millie, calling attention to a grievously deformed cripple who was hobbling slowly and laboriously along on the opposite side of the street. He was very much bent together. Every limb, and his very body was crooked. His head was sunk low between his shoulders. A look of compassion fell on Miss Woodstock's face. "Yes," said she, "poor creature. One would think his back had been broken, and every limb of his body." "How dreadful it must be," said Millie, "to have to go through the world so deformed!" "And how one longs to help such poor sufferers without hardly knowing how to do it! I wonder if he has any friends; any who care for— Take care. He is looking. It might hurt his feelings—." "Mercy, what is it?" exclaimed Millie. "What on earth—" The cripple had reached a point just opposite them. He turned his eyes to the window, stopped, straightened himself up to a perfectly erect and graceful posture, uttered a single prolonged, forcibly wheezing, diabolical laugh, and then instantly fell back into his crippled state and hobbled on again. "In the name of wonder," whispered Millie to John, "is that Pragge?" The cripple hobbled across the street. They went to a side window to watch him. He stopped on the walk before an old-fashioned house that stood next to the Institute. A front window must have been open, for he gave a sudden leap like a dog, and disappeared. "Can it be," exclaimed Miss Woodstock, "that the creature knows of the cat that infests this house?"

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### CULTURE.

CULTURE, in its most general signification, is the modification or development of some given material: and the culture of man is therefore a development of his original faculties, both bodily and mental, in which the man himself is to coöperate with nature, so as to become his own educator. But the bodily and mental faculties must be cultivated in intimate connection in order to a symmetrical or harmonious culture. It would be an exceedingly defective education, which might even be called mis-education, to cultivate the head, or the heart, or the taste alone. Yet we find many persons thus ill-trained, and indeed we find in almost all educated persons a preponderance in one of these directions. It is, therefore, a chief purpose of education and the design of all educational institutions,—which, for that reason, have been not improperly called institutions of culture—so to train man, from his youth up, that he shall be symmetrically developed, and thus be made competent to conduct his own development after attaining his majority.—*Krug.*

## THE CORPORAL PUNISHMENT OF GIRLS.

**D**R. MORRILL WYMAN, of Cambridge, one of the most active in denouncing the recent case of girl whipping in that city, has published a pamphlet setting forth, with great clearness and force, the moral and physical reasons why corporal punishment should not be inflicted upon girls. He says:—

Why should not girls be treated as boys? Because girls are not boys. Every parent having children of both sexes knows that they have moral characteristics which at once distinguish them before they arrive at the school age. They are weaker in body and more sensitive in feeling, and are more occupied with the impression they make upon others long before they know its value. That delicate sense of propriety which distinguishes the woman has already its germs in the girl. They seem to know instinctively that they cannot rely upon physical strength, and as instinctively cling to others for support and protection. They are gentle, docile, confiding and affectionate. They exhibit these gentler qualities at home and in school in a thousand ways; they hasten to meet their teacher as she approaches in the morning; they run by her side, they seize her hand, and evince their affection by kisses upon her cheeks and roses upon her desk. The skilful and faithful teacher takes advantage of these qualities, especially of their docility, and so moulds them that corporal punishment is not only unnecessary, but it is cruelty.

Physiologically she is different, and to this I would most earnestly beg your attention. Her blood corpuscles are smaller, her nervous system is of a more delicate structure, her brain is lighter, and her muscles smaller; she is made for quickness and vivacity, but not for strength and endurance. The same reasons which prevent her from sharing the rougher games and plays of boys should protect her from suffering the harsher punishments of boys. She is more sensitive to internal emotions and external sensations; and I assert, without fear of contradiction, that no physician can be safely trusted to advise for the preservation of health, or its restoration, who disregards, even in the child, the distinction of sex. The most eventful period of her physiological life is spent in schools.—During this period there is not unfrequently mental uneasiness, irritability and depression, easily mistaken for petulance and defiance by the unwise, and I greatly fear has sometimes produced punishment for that for which she is answerable to her God alone.

With a rapidity of development unknown in the other sex, she becomes a woman, with all a woman's refined sensibilities, hopes and fears. She now instinctively knows that upon the good impression she makes upon others is based her hopes for the future. If her physical organization is sensitive, her spiritual organization is doubly sensitive, and it is this which



makes her what she is. It is in vain to count the number and weigh the severity of the blows upon her person, and note the hours that elapse before their marks disappear. Her spirit is wounded, she is disgraced and degraded; years may not efface the consequences. It is this that stirs the sensibilities and brings down the censure of the greater part of the civilized world, and from none is that censure more severe than from cultivated women. Strike not a woman, even with a feather, is the motto of civilization, and it is in accordance with the spirit of Christianity also.

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### RAMBLING TALK.

**A** BOW drawn at venture may send an arrow to a proper mark, or it may not. It did so in the case of that proud king who sought, in the disguise of a common soldier, to defeat the purposes of Jehovah, and it may do so in others. If it does, well and good; if not, if it merely spends its fury on the air and then drops harmless to the ground, none need complain. A man rambling about may discover something of value, something of information, something of enjoyment, or it may be that the most he will discover will be a keen appetite. Come then with me and take a stroll. Possibly we may be benefited; at least we may find pleasure in each other's company.

That building, one story high, gable end to the road, red where the paint is not worn off, ignorant of the existence of trees, is our school house. Did you ever attend a district school in a school house of this description? If not, your education is sadly deficient in many points, for, believe me, things are to be learned in these institutions, not taught elsewhere. Some think they are not worth learning, others that they are better unlearned, but opinions differ, you know, and it is easy to disparage that which we do not possess. If you ever were so felicitous as to have had your humble name recorded on this scroll of fame, doubtless you remember with vividness, some of the men who undertook to teach you, but who in reality did little else than flog you. Now understand, I would not for the world insinuate that you did not deserve it all,—pardon me if you received that impression, for really, I suspect no blows ever came amiss except those which did not hit; but—you remember him, don't you? I rather think I do.

But, more seriously; what an astonishingly literary band our early instructors composed! Some of them were venerable men who had come down from a former generation; others were vigorous, smooth-chinned, large-boned scions from our own; some were gentlemen and others were boors; some were companions and friends, others were strangers and



tyrants. Some gently instilled knowledge into the mind, others not quite so gently, lashed it on the back. I remember now a stunted, shrivelled, fidgety old man who occupied the oaken throne and swayed the hickory sceptre in that old red palace. He had been a learned man in his day, and for the matter of that, was so still; but his mind was like a granary in which corn, and wheat, and oats, and rye were all mixed together in endless confusion. The trouble was, he was a "little cracked," as the saying goes; excessive mental exertion over some Utopian idea had rather got the better of him and made sad work with his mind. What in the world ever led our Trustees to engage him, is a question I leave unanswered. But there he was, teaching school, and no more fit for the position than a Miss of sixteen.

Then there was the little red-headed man with a long nail on the little finger of his left hand, who was possessed with a remarkable predilection for the big girl in the S. E. corner. Now, if any of you ever get to be trustees, or wives of trustees, be sure, in engaging a young man to teach your school, to find out whether he has ever been melted in the gentle flame of love. If not, kindly send him on his way, for it does have a very bad effect on them the first time—so much so, that should they chance to be attacked in school, serious consequences might ensue. I saw how it worked in the above case, and raise a warning cry. Then, there was the bleary-eyed nephew of the oldest trustee, who must needs try his hand. Well, he did try it, as all the boys, and not a few of the girls, could testify to their sorrow. He was just round-shouldered enough to bring him within easy range of the region of flagellation, and his hickory heart seemed to bound with joy when he could make a hapless youth squirm and wriggle beneath his lusty strokes.

Such are fair samples of men who, at times, find their way into our district schools. But all are not thus. There are master workmen beneath whose careful eye the foundations of the fair temple of knowledge are laid deep, and firm, and true. Nothing gratifies us more than to know that the grade of Common School teachers is becoming higher and higher. It is good work; let it go on. No greater mistake is made than to suppose any one can teach a school who will *condescend* to do it. As for the condescension, it is really just the contrary; it is elevated to unfold a mind in its earlier stages, when we remember that the expansion will never cease, either in this world or in the world to come, and that upon the direction given it now, may depend our eternal future. But the ability to unfold a mind skilfully, even in view of this world, is not possessed by many. The glorious science which neither suffers a mind to droop for want of proper assistance, nor emaciates it by refusing to allow it proper exercise of its own powers, is not attained by all, and probably is never sought after by many, who "apply" for situations.

## RUFFER, THE BORE.

## CHARACTERS:

RUFFER, a Bore.

BARKIE and } Intimates,  
JOE, }BERNARD and } Friends of Barkie and Joe.  
PALMIE, }  
SCHOOLBOYS.

SCENE: BARKIE'S Room.—Enter BARKIE and JOE.

Joe. (*Seating himself at a table on which are books and slates.*) Come, Barkie; let us work out these examples before the fellows come. Sit down, Barkie, sit down.

Barkie. Yes; and we must write our compositions, also. Do you suppose I'm going to face such a teacher as Mr. Brightcalm, to-morrow, without a composition? No, sir. I like him too well.

Joe. Well, did I ask you to? No need of barking at me in that style.

Barkie. And no need of blowing at me in that style, either. Let's go at it, then. (*Sits at the table.*)

Joe. (*Reading.*) What is that number whose third multiplied by its— (*Knock heard.*) T'sh'sh! In the name of common sense, who would come at this hour?

Barkie. It's Ruffer. I know his knock.

Joe. Oh—The bore!

Barkie. I won't let him in.

Joe. Oh—You must, Barkie, you know. There's his horse and wagon, you know. Confound him! He sits, and sits, and blinks, and don't say a word.

Barkie. Hush! Perhaps he won't know we're here.

Joe. Is the door locked?

Barkie. No. He'll come right in. (*Knocking heard.*)

Joe. Couldn't you lock the door?

Barkie. I'll try. (*Goes to the door. Enter RUFFER.*) How are you, Ruffer? Come in; sit down. I was just coming to the door. I thought I heard a knock. (*RUFFER seats himself.*)

Joe. How're ye, Ruffer? That ride we had yesterday was splendid. (*RUFFER nods.*)

Barkie. Any news, Ruffer?

Ruffer. No.

Joe. We'd just got seated at our studies when you came, Ruffer. (*Aside.*) The horrid bore!

Barkie. We can't put off study, you see, unless we put it off till two or three o'clock in the morning.

Joe. But that wouldn't make any difference, you know. We don't need any sleep.

*Barkie.* We had engagements at eight. That's why we'll have to put off studying—now you've come—till two o'clock in the morning.

*Joe. (Aside.)* The stupid fellow wont take a hint.

*Barkie.* Seen Battleman's new horse, Ruffer?

*Ruffer.* Yes.

*Barkie.* 'Tisn't as handsome as yours; is it?

*Ruffer.* No.

*Barkie.* The neck isn't as arched.

*Ruffer.* No.

*Joe. (Aside.)* Yes, no, yes! Oh!

*Barkie.* Legs are clumsy.

*Ruffer.* Yes.

*Barkie.* The body's dumpy.

*Ruffer.* Yes.

*Barkie. (Throwing aside his book.)* Joe, I don't suppose we can get our lessons now—there's no use trying.

*Joe.* Ruffer, you don't go to school; that's fine, isn't it?

*Ruffer.* I bet!

*Joe.* Now we have lessons to get, evenings, and we can't do anything till we've got our lessons. We can't go anywhere. We can't see anybody.

*Ruffer.* Eh?

*Joe.* It always puts me into the fidgets—I say—well—I'm just like one on pins if—if anybody—anybody—

*Barkie.* Comes into the room, you see, when a fellow is—is—

*Joe.* Studying—*(Aside.)*—That's the last of the use of his horse!

*Barkie.* Shouldn't you think so, Ruffer?

*Ruffer.* Yes.

*Joe.* What?

*Ruffer.* I don't know. *(Looks at a picture.)*

*Joe. (Aside to BARKIE.)* What's the use of trying to entertain him?

*Barkie.* The horse and wagon, you know.

*Joe.* No more rides if we don't! Let's try silence. *(They remain silent awhile. At length JOE jumps to his feet.)* Shoots and twitches!—Convulsions!—This is more than I can bear!—*Barkie, come, come; let's go at our lesson here—come on.*

*Ruffer. (Rising.)* *Barkie, will you excuse me a little while? I have to go—*

*Barkie. (Springing to his feet.)* With the greatest pleasure imaginable.

*Ruffer.* I have to go to my uncle's after the horse. He's been using the horse to-day. *(Stands with his hand on the door-knob. BARKIE goes and stands beside him.)*

*Joe.* Yes, yes!—

*Ruffer.* Uncle has been to Timesville with the horse, to see uncle Titus.

Uncle Titus is another uncle of mine. He's uncle Tom's brother and my father's brother. I'm his nephew, and he thinks a good deal of me—he does. He always calls me his boy. I'm going with him to see him sometime. He made me a present of a gun once, and I go shooting with it sometimes, but I never get any game. He, he, he! I suppose I don't go often enough.

*Barkie.* O, I guess, full often enough. They'd be bored, you know, if you should go oftener. Do you stay long when you go?

*Ruffer.* Where?—at uncle's? I haven't been there yet, to stay; but I'm going pretty soon. Uncle Tom—

*Joe.* Oh!

*Ruffer.* Says it is a good, quiet place to sit still and cosy in. He says the barn is a fine one. I like to see a good barn. He has lots of hay there. He has a large hay-field, you know; as large—well—as large—

*Joe.* Well, no matter now, tell us some other time. We wish to study now. Come some time when we are—out.

*Ruffer.* Uncle—

*Barkie.* Let me open the door; you don't understand the latch.

*Ruffer.* Oh, yes, I do. Uncle—

*Joe.* Fetch your uncle too—sometime,—when we are out.

*Ruffer.* I was going to say that uncle—

*Barkie.* (*Opens the door.*) There, I've got the door open for you at last. Good evening.

*Ruffer.* I won't say, good evening; he, he, he! I'll be back soon, and mother says you oughtn't to say good evening when you are coming right back. All I have to do is to take the horse—

*Barkie and Joe.* Good evening.

*Ruffer.* I'll be back in a few minutes. (*Exit.*)

*Barkie.* (*Slamming the door to.*) Good riddance!

*Joe.* Horrible bore! He's "coming back in a few minutes!" Lock him out! (*They seat themselves to their lessons. (Joe looks at his watch.)* An hour!—an hour gone! We might as well give it up. (*Knocking at the door.*) That isn't Ruffer?

*Barkie.* (*Rising and going to the door.*) That's the fellows; it is their thump. No more study. Put away the books. (*Opens the door. Enter a number of schoolboys.*)

*Boys. (Together.)* How are you, fellows? How are you?

*Bernie.* How're you, Barkie? Hallo, Joe! Where shall we have the picnic, and who shall be invited? We don't want any Bores, you know.

*Joe.* Bores! Do you know Ruffer?

*Bernie.* Ruffer? That beetle-headed chap? No, and don't want to.

*Barkie.* He's been here to-night, and is coming again.

*Bernie.* If he comes we'll haze him.—Now, wouldn't Neptune Park be a good place for the pic-nic?

*All.* First rate.

*Bernie.* That's settled, then. Let's go to Neptune Park. (*Enter RUFFER.*) Halloa!

*Ruffer.* How do you do?

*Bernie.* We didn't hear you knock.

*Falmie.* Who is this chap? (*Goes to RUFFER and strikes his hat down over his eyes.*)

*Ruffer.* Get out! Don't!

*Bernie.* (*Tripping RUFFER from behind.*) Down on your marrow bones and ask forgiveness.

*Ruffer.* Ow! Don't! You hurt!

*Bernie.* (*Aside to BARKIE.*) Put out the light. (*BARKIE puts out the light, and BERNIE snatches off RUFFER's hat and flings it away.*)

*Ruffer.* Dont! Give me my hat!

*Boys.* (*Pushing RUFFER.*) What are you here for?

*Bernie.* Punch him! (*Leaps on RUFFER's shoulders and rides round the room, the rest following; at last RUFFER and BERNIE fall, and the rest pile themselves on RUFFER and roll about, and at last roll him out of the door, and close it. BARKIE re-lights the lamp.*)

*All.* Ha, ha, ha!

*Joe.* (*Aside to BARKIE.*) That's the last of Ruffer's horse and wagon.

*Bernie.* Come, fellows, now that bore is put out, let's get at it again. Neptune Park is the place, then, for the pic-nic. Now as to the company and the eatables. (*Knocking heard at the door.*)

*Barkie.* Wait a minute, fellows; I'll go to the door.

*Bernie.* If it's that bore again.—Hark!

*Ruffer.* (*At the door, to BARKIE.*) He, he, he, those are jolly fellows! I've come again to ask if you and Joe wouldn't like the horse and wagon on Saturday afternoon.

*Barkie.* Why, Yes, Ruffer; first rate.

*Bernie.* Fellows, form a line! We'll arrange for the pic-nic to-morrow.

*Ruffer.* Look here, Barkie, those fellows ain't coming after me again are they?

*Bernie.* Are you ready? Forward!—(*Exeunt all but JOE.*)

*Barkie.* (*Returning.*) You ought to have seen him dig. He cleared the stairs at a leap. Just think! He came back to offer his wagon to you and me for Saturday afternoon.

*Joe.* Good! He is an incurable bore—but he is the clever owner of a horse and wagon!

## THE COMPOSITION OF ENGLISH.\*

WHEN an intelligent foreigner commences the study of English, he finds every page sprinkled with words whose form unequivocally betrays a Greek or Latin origin, and he observes that these terms are words belonging to the dialect of the learned professions, of theological discussion, of criticism, of elegant art, of moral and intellectual philosophy, of abstract science, and of the various branches of natural knowledge. He discovers that the words which he recognizes as Greek, and Latin and French, have dropped those inflections which in their native use were indispensable to their intelligibility and grammatical significance; that the mutual relation of vocables and the sense of the English period are much more often determined by the position of the words than by their form—and, in short, that the sentence is built up upon structural principles wholly alien to those of the classical languages, and compacted and held together by a class of words either unknown or very much less used in those tongues. He finds that very many of the native monosyllables are mere determinatives, particles, auxiliaries and relatives; and he can hardly fail to infer that all the intellectual part of our speech, all that concerns our highest spiritual and temporal interests, is of alien birth, and that only the machinery of grammar has been derived from a native source.

Further study would teach him that he had overrated the importance and relative amount of the foreign ingredients; and that many of our seemingly insignificant and barbarous consonantal monosyllables are pregnant with the mightiest thoughts, and alive with the deepest feeling: that the language of the purposes and the affections, of the will and of the heart, is genuine English-born; that the vocabulary of the most impressive and effective pulpit orators has almost wholly been drawn from the same source; that the advocate who would convince the technical judge, or dazzle and confuse the jury, speaks Latin: while he who would touch the better sensibilities of his audience, or rouse the multitude to vigorous action, chooses his words from the native speech of our ancient father-land: that the domestic tongue is the language of passion and persuasion, the foreign of authority, or of rhetoric and debate; and that we may not only frame single sentences, but speak for hours without employing a single imported word; and finally that we possess the entire volume of divine revelation in the truest, clearest, aptest form in which human ingenuity has made it accessible to modern man, and yet with a vocabulary, wherein, saving proper names and terms not in their nature translatable, scarce seven words in the hundred are derived from any foreign source.

\* Marsh's Lectures on the English Language.

## HERO-WORSHIP.

THOMAS CARLYLE, one of the most vigorous and influential of living writers, systematically advocates, and practically illustrates a theory of Hero-worship which is, at best, exceedingly pernicious. According to this theory, the hero is not the pure disciple of truth, nor the defender of a righteous cause ; but the man of iron will, of power, of good fortune. Success, even though attained by the violation of every principle of justice and liberty, is the criterion of merit. The successful man is the hero before whom we ought to prostrate ourselves in adoration, and whose career we would do well to imitate.

Nor is Carlyle alone in this. In perhaps the majority of instances, the biographer becomes the blinded admirer and special pleader of his subject. Personal vices and public crimes, that ought to be unsparingly condemned, are palliated, either by a suppression of facts, or by an artful misuse of them. Thus every monster of successful iniquity has had his admiring apologist. Tarquinius *Superbus*, overthrowing by violence and terrible cruelties the liberties of Rome, finds an enthusiastic eulogist in the accomplished Montesquieu ; Richard III., whose villanies deserve nothing but execration, finds a vindicator in Lord Orford. And what but the triumph of Cæsar has saved him from a fate like that of Cataline, and exalted him as a hero with whom sovereigns have ever since been proud to be compared ?

Now, in consideration of the influence of biography upon the moral sentiments, principles, and purposes of the young, the evils of this theory cannot be sufficiently deprecated. The development and discipline of the intellectual faculties attained in school, valuable as they are, constitute by no means the whole of education. The purposes are of supreme importance, for they are the springs of action and the authors of character. But these are not gained from arithmetic, nor found in grammar ; they are gathered from various sources—from the instructions of the family circle, from the Sunday-school, from society, from general reading, and especially from biography. The influence of the last is silent indeed, but impressive, powerful, permanent. Lord Brougham, in one of his noblest speeches, points out the vital relations which history and biography sustain to a nation's youth, and hence to a nation's subsequent ideas, growth, welfare, glory. And after indicating the evils which the world has suffered from the practice of presenting such partial pictures of the "Great," falsely so called, as can serve only to allure to an unscrupulous ambition, he inculcates upon educators the duty of finding models of heroism in men like our own Washington, and of inspiring the young with admiration for the truly virtuous and good. These are the views of a statesman and philanthropist ; and they are worthy of serious consideration.



## THE MONTHLY.—MARCH.

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### EMINENT FOREIGN EDUCATORS DECEASED IN 1866.

**A**MONG the most eminent of the FOREIGN INSTRUCTORS who died during the past year, we note the following :

January 1st, DES MICHELS, Professor and President of the College of Hyères, author of a History of the Middle Ages, and other text books, died at Hyères, Provence, France.

January 11th, Right Rev. JOHN WOOLLEY, D.D., D.C.L., Bishop of Sydney, Australia, and former Professor in the University of Sydney, was lost on the Steamship Australia.

The same day, Rev. HENRY WELLESLEY, D.D., Principal of New Inn Hall, Oxford, a distinguished classical scholar and author, died at Oxford, England.

On the 11th of February, WILLIAM THOMAS BRANDE, D.C.L., F.R.S., eminent alike as a lecturer, examiner, and instructor in chemistry, as a practical chemist, and an author of able works on chemistry and other branches of physical science ; Professor of Chemistry at the Royal Institution, and Examiner of the London University, died at Tunbridge Wells, England, at the age of eighty years. His "Dictionary of Science and Art" and his "Manual of Chemistry" are works of standard merit.

On the 21st of February, FRIEDRICH RUCKERT, an eminent German poet and Professor of Oriental languages, first at Erlangen, from 1826 to 1840, and afterwards at Berlin, from 1840 to 1846, died at Neussess, at the age of seventy-seven.

On the 6th of March, WILLIAM WHEWELL, D.D., LL.D. Master of Trinity College, Cambridge, and one of the most eminent scholars of the century, in every department of learning, the author of numerous works of great scientific merit, died at Cambridge, England, of injuries received by being thrown from his horse. He was seventy-two years of age.

March 23d, Cardinal ANTONIO TOSTI, Senior Cardinal Priest, director for many years of the combined school and hospital of San Michele (a somewhat famous juvenile asylum and reformatory), Librarian of Holy Church, died at San Michele, Rome, at the age of eighty-nine years.

On the 29th of March, Rev. JOHN KEBLE, D.D., a clergyman of the



Anglican Church, Professor of Poetry at the University of Oxford, and widely known for his exquisite religious poems, died at Bournemouth, England, aged seventy-three years.

April 16th, REV. JONATHAN EDWARD RYLAND, a Baptist clergyman, and Professor of Hebrew and other Oriental languages, in one of the Baptist colleges, a skilful translator, and one of the best Hebrew and Greek scholars in England, died at Waterloo, Northampton, England, at the age of sixty-eight years.

On the 24th of April, HERMANN HUPFELD, D.D., Ph. D., one of the most eminent Hebrew scholars in Europe, and Professor for many years in the University of Halle, died in that city, aged seventy years.

May 15th, WILLIAM HENRY HARVEY, M.D., F.R.S., Professor of Botany, to the Royal Dublin Society, and in Trinity College, Dublin, one of the most eminent botanists of the United Kingdom, died at Torquay, England, aged fifty-five years.

On the 22d of May, REV. JOHN JUKES, an English Independent Minister, Presiding tutor of the Bedford Theological Institution, and President of the Bedfordshire Union of Christians, died in Bedford England, at the age of sixty-seven years. He had a high reputation for scholarship.

On the 30th of May, REV. JOHN BOWERS, a Wesleyan Methodist clergyman, Governor of the Wesleyan Theological Institution, at Didsbury, England, and President of the Wesleyan Conference, in 1858, died at Riversdale, Southport, England, aged sixty-nine years.

On the 25th of June, GEORGE LILLIE CRAIK, LL.D., a Scottish author and belles-lettres writer, since 1849 Professor of History and English Literature in Queen's College, Belfast, Ireland, aged sixty-seven years.

On the 2d of August, CARLO LUIGI FARINI, an Italian scholar, teacher, author, and statesman, Medical Professor for several years at Osimo, and between 1853 and 1859 Minister of Public Instruction in Piedmont, and from 1859 to 1863 a member and President of the Italian cabinet, died at Turin, at the age of forty-four years.

August 6th, REV. JOHN MASON NEALE, D.D., an Anglican clergyman, poet, hymnologist, linguist and author, Warden of Sackville College, East Grinstead, England, and founder of the Protestant Sisterhood of St. Margaret, died at East Grinstead, England, aged forty-eight years.

August 21st, REV. JOHN GROTE, B.D., Professor of Moral Philosophy in Cambridge University, a brother of the historian, George Grote, and Vicar of Trumpington, died at Trumpington vicarage, aged fifty-three years.

August 26th, Rev. JOHN EDGAR, D.D., LL.D. a Presbyterian clergyman, Professor of Systematic Theology in the College of the Presbyterian Church of Ireland, at Belfast, and an active promoter of education in the Irish Presbyterian Church, died at Cremorne House, Rathgore, Ireland, aged sixty-nine years.

September 14th, JAMES RIDDELL, Jr., M.A., a Tutor and Fellow of Balliol College, Oxford, regarded as the best Greek scholar among the Oxford Fellows, and possessing a very high reputation as a teacher, died at Tunbridge Wells, England, at the age of forty-three years.

October 16th, WILLIAM HOPKINS, F.R.S., Senior Esquire Bedell of the University of Cambridge, and for many years the most successful private tutor in Cambridge, President of the Geological Society, and of the British Association for the advancement of Science, and a liberal benefactor to learning, died at Cambridge, England, at the age of about sixty-three years.

We ought not, perhaps, to omit two eminent Medical Professors, whose instructions, though confined to their respective branches of medical science, were yet of value in increasing the sum of human knowledge—SIR ALEXANDER MORISON, Knight, M.D., President of the Royal College of Physicians, Edinburgh, and lecturer on mental diseases, as well as author of several treatises on mental maladies, who died March 14th, at Midlothian, Scotland, at the age of eighty-six years; and Professor WILLIAM DICK, the most eminent Veterinary surgeon, lecturer and writer on veterinary medicine in Great Britain, who died in Edinburgh, on the 4th of April, at the age of seventy-two years.

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#### SPEAKING AND READING.

**S**PEECH, the intellectual hand of mind, is the characteristic which pre-eminently distinguishes man from other animals. The broken, feeble, and contracted utterings of the savage, are sufficient to place infinity between him and the brute creation. As he advances, improvement in speech heralds his way to a higher form of civilization. The adaptability and copiousness of the language used by a people are the best indicators of their refinement and enlightenment. Too much attention, then, can hardly be given in our schools to the cultivation of the arts

of speaking and reading—the subjects, or rather subject, (for reading is merely speaking from set characters), now under our consideration.

Success in intellectual instruction is best attained by forwarding the efforts of nature. Education presupposes willingness on the part of the pupil, and in no wise implies compulsion or force. Let us consult nature. What is generally the first purely intellectual lesson taught by mothers? Speaking. "Hark! it can say 'Ma' plainly." Is not this lesson daily and hourly repeated? Are mothers ever weary of adding new words to the list contained in their little living lexicons? On the other hand, what are generally the first efforts of the recipients in this connection? To second their attempts at speech by appropriate gestures and actions. The lips and the eyes are first called into play, but very soon the hands are brought into active use. It is only when children enter the doors of the school house that the natural graces given them for the adornment and perfection of their language, are repressed.

This neglect of seconding the efforts of nature, or more correctly the suppression of them, is the reason why so few of our public men deliver their discourses with ease and dignity. Almost all of them, when children, would have done so; why not now? The gift has been neglected,—it has departed, and cannot be recalled. It may safely be asserted that speaking and reading do not receive in our schools that attention their importance demands. It is self-evident that without close attention to these main channels of knowledge, to these foundations of science, other intellectual attainments must necessarily be very superficial.

What are the reasons that these important, if not most important, exercises are so much neglected? We submit that there are at least these two. First—they require a larger educational force than is at present commonly supplied. Neither speaking nor reading can properly be taught *en masse*. A teacher of elocution cannot rightly instruct more than twelve pupils per hour. A reading class of that number would require at least half that length of time for a lesson: deducting six minutes for necessary corrections, this would allow for practice two minutes per pupil. The former might be restricted to one lesson per week, but the latter requires daily repetition. The second reason is—the lack of competent instructors. How many teachers are there who can deliver a recitation with distinct articulation, proper emphasis, and graceful or forcible action?

Our language is one which readily admits of improvement, and is continually being enriched by additions from foreign sources. Unlike the

classic and many modern languages, it disdains any limitation save that of common usage. How important is it then, that we, who rule and reform it, should be rightly educated in all that pertains to it! The Englishman often smiles at what he terms our Americanisms, and we in return condemn his graver errors. A better reply could be made by exhibiting to him a more complete reformation of its abuses. We may indeed claim the merit of having partially done this; for, even the natural modesty of an Englishman would shrink from instituting a comparison between the jargon spoken by the masses in the different counties in England, with the purer language used by our countrymen, who have carried it, in one century, from Maine to Mexico, from the Atlantic to the Pacific.

We are told that, in the period immediately succeeding the flood, "the whole earth was of one language and one speech." Furthermore, we are informed, that "confusion of tongues" was imposed upon mankind as a penalty for their impiety and arrogance. Probably of all the causes of woe and sorrow to our race, division of language has been the most prolific. It is questionable if a nation composed of peoples speaking different languages ought to be deemed worthy of being considered a true political unit. Although Great Britain, Austria, and Russia may appear to have succeeded in overcoming this difficulty, the East Indian and the Irishman, the Hungarian and the Croat, are constantly disputing the soundness of such solution in the two first mentioned countries, whilst, in the latter, the astute Russian admits the truth of our surmise, by striving to annihilate the language of Poland.

Unity of language is the grand central bond of our Republic. It is more potent than all parchments, more binding than all natural or artificial necessities of position, and more requisite to our national welfare than homogeneity of law or of race. Surely there can be no higher or more patriotic duty devolving upon American teachers than the strengthening of this bond by making every school child, of whatever parentage, an American child by force of language: by training each and every one, not merely to a tolerable command of our native speech, but to a complete and perfect mastery of it.

Formed, as we have been, of peoples from all continents, it is wonderful to witness the present, without speculating on the certain future, triumphs of our language. The student of history may well stand awe-stricken on beholding them. Far above all mere material advances, the marvel of the present century is the great national pentecostal gathering

we exhibit to the world,—Europe, Africa, and Asia meeting on one continent, obeying one law, and speaking one language. It is too marvellous a work to be claimed by humanity. Can it indeed be, as good men have asserted, the opening of the first seal of the millennium, and that we are the favored nation in which the second grand curse—the curse of confusion of tongues, is destined to be first annihilated before the conquering advent of the Saviour of mankind?

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### SCHOOL LAW NATURALLY EXISTENT WITHIN THE PUPIL.

THE grand object to be sought in school government is to produce in the pupils a state of mind against which there shall be no law, and which shall be a law unto itself. The opinion which regards this object as, in any case unattainable, we consider superficial. A project, which when applied to the world at large, in its present state, might properly be regarded as Utopian, is not therefore impracticable in the school. With few exceptions, pupils are, under ordinary influences, mouldable. Those that are not should be separated and put under extraordinary influences. Take, then, the most,—take those with whom the regular teacher has to deal. This class includes the restless as well as the quiet, the roguish as well as the sedate, the listless as well as the earnest. In one and all, however, there exists the natural principle which, when brought out, will be the very law which should direct and control in school. The point, then, is to *bring out*. Rather than frame laws that shall act upon the pupil, the teacher should aim to bring out the law that is within the pupil. The quiet, sedate, decorous, earnest, should be developed and strengthened in their virtues. Their very presence will be found to increase their number. The tendency of their influence will be to absorb their opposites by making their opposites like themselves. Their example will rebuke the wrong and encourage the right. Even before the tendency to wrongdoing is eradicated in the school, wrong-doing will be thus repressed. And the very repression of it will lead to the eradication of the tendency thereto, and will condition the opportunity for the good to grow. Meanwhile, the weaker pupils can be brought under the educating influences of direct sympathy, good nature, appreciation, companionship. The inward law will thus come out.

## CORRESPONDENCE.

ON THE PRONOUN *WHO*.

MR. EDITOR—I am interested in the *right* answer to the question, what part of speech is *who* to be called in such a sentence as "I know who troubles you?" Your correspondent from Flushing, dissented (in your November No.) from your condemning its being called a relative, and quotes authorities for calling it an interrogative. I contend that you were right, despite the authorities cited. There is nothing interrogative, or question-asking, in such sentences as :

- (1.) "I know who troubles you."
- (2.) "I know not what thou sayest."
- (3.) "I told him which of the books to get," etc., etc.

Each is an affirmation. Every *pupil* will so understand them. He will understand No. 1 to mean—"I know the person who troubles you;" or, "I know who it is that troubles you." And so for No. 2, he will understand the meaning to be—"I know not what it is that thou sayest." And for No. 3—"I told him the number or the name of the book which he should get."

In any way whatever by which these sentences are brought before the mind, each is a declaration *only*. If a teacher or pupil had not used the same *form, who*, elsewhere as an interrogative, he would not be misled to call it such here.

In the sentence, "Do you know who he is?" there may be some good reason for the use of the name interrogative; for a question is asked by the *whole form* of the sentence. I find that Webster gives the following: "Who, whose and whom, as *compound relatives*, are used of persons only, meaning *the person that*," etc., etc. According to this, "I know not who troubles you," has its equivalent in "I know not the person that troubles you."

It is not merely in reference to this case, however, that I offer this communication; but to invite the attention of teachers to the careful use of names and technical terms and phrases in grammar. English grammar is a dry study to almost all pupils. Grave objections also are urged against its study in our schools. Latham says, "If persons merely mean to speak and write with average correctness, they can get what they want without any grammar at all." Dymond says, "A boy learns more by joining in an hour's conversation with educated people, than in poring for days over Murray or Tooke." The chief objection is against multiplying technical and abstract terms; of course it will hold the stronger against all inaccurate use of terms.

J. E. N.

WASHINGTON, D. C.

## GERARD ON SCHOOLS.

PUBLIC SCHOOL, No. —, NEW, YORK, Feb. 5th, 1887.

MR. EDITOR—Permit me to suggest that the following (by a city weekly) on our amiable friend Mr. Gerard, and his recent glorification of our School Department, and protest against any movement on



the part of the Legislature looking towards its reform, may be of more than local interest.

PRINCIPAL.

Mr. James W. Gerard, who is a good orator, a polished gentleman, and a "conservative" patriot of the fossil type, has been delivering a humorous lecture at Steinway Hall, in order to prove that our present school system is an immaculate one, perfectly administered and quite too sacred to be touched by legislative reform. Mr. Gerard would lead people to suppose that the machinery of our School Department is faultless, and that our local school boards, comprising some twenty liquor dealers, and seventeen other trustees whose names are not in the Directory, are precisely the authorities to supervise the schools of New York city. Mr. Gerard affectingly relates that he "cannot walk along the streets without having his name called out by some prattling little one," and he tells us that "they love him, and he loves them," which is all very creditable to Mr. Gerard, and certifies to his paternal qualities. Mr. Gerard informs us that "if all the children attending our schools were stretched out in a line, allowing two feet to each, they would reach a distance of forty miles (a calculation which shows well for Mr. Gerard's mathematical skill); and he indignantly asks: "Can the Legislature take charge of forty miles of human beings?" Mr. Gerard declares that "seven men cannot do it—neither can seven times seven;" and he then (arithmetically) instructs us that "seven times seven makes forty-nine." For giving us all this information about our School System, we applaud Mr. Gerard, but we submit that he fails to make out a defense of it. \* \* \* \* \* Mr. Gerard goes on to warn the Legislature that "flags are hung at half mast," and he cries out, in a fine fury worthy of Cassandra, at the siege of Troy, or Solomon Eagle, during the London Plague. "If this bill be passed, unstring pianos! hang your harps upon the willows! wear crape upon the arm! for there will be wailing and gnashing of teeth!!!"

All this is very fine and worthy of Mr. James W. Gerard. But we question if Mr. Gerard has proved that School Trustees are better for being nominated in porter-houses, or that our present loose and irresponsible way of governing schools and expending school moneys is better than would be a Commission of seven intelligent and high-toned gentlemen, composing the most experienced friends of our schools without distinction of political antecedents.

MR. EDITOR—The following compositions are models, in their way. The style is clearly original, 'also the treatment.' X.

"The horse is a noble animal, also he can trot, run, pace—some horses are black, gray, also some are white—some horses ears are longer than some horses ears—also there are some bobtail horses—also they can pull a cart, wagon, buggy. \* \* \* \* \*

"There are very many dogs—some dogs are white, some black, also some dogs are gray—there are also bull dogs, some rat terriers, some poodles, also some fine dogs—some dogs tails are longer than some dogs tails—some dogs can run faster than some dogs, also some stump-tailed dogs cannot walk a log."



## EDUCATIONAL INTELLIGENCE.

UNITED STATES.—The propriety of corporal punishment in school is being quite generally discussed. Recent aggravated cases have aroused New England against the practice, and the subject has been introduced into local politics. The state of feeling in many sections is such as is likely to lead to hasty and unwise action. Popular indignation is almost exclusively excited against whipping, forgetting that the use of the rod is not the sole nor the worst form of corporal punishment. We know of schools whose teachers have gained no little credit by reporting "no corporal punishment," on the strength of a disuse of the rod; yet these very teachers have developed a wonderful skill in devising physical and mental tortures, and combinations of the two, which, in effect, are infinitely worse than blows. Before legislating much in this matter, it would be well to decide first what corporal punishment is, and in forbidding the use of the rod, to see to it that the door is not left open for the introduction of a multitude of substitutes that are worse.

The messages of the governors of the several States show that educational interests in the North are, in most cases, carefully guarded.—**MAINE**, with a population of about 600,000, has 4,000 school houses: the direct tax for school purposes in 1866 was \$477,131.66, and the income of the school fund, \$7,626.38; the permanent fund amounts to \$220,735.79. The Agricultural College has been located at Orono. **MASSACHUSETTS**.—The past year was one of unexampled interest and progress. The increase in number of pupils was nearly 10,000, and in average attendance nearly 12,000. There has been a marked advance in teachers' wages. The amount raised by direct taxation was \$1,993,117.39, an increase of \$210,552.77: about \$10 for every person in the State, between five and fifteen years of age. The per centage of female teachers is constantly increasing, there being last year 1,377 male and 10,855 female teachers. The governor regrets that the pay of female teachers averages less than one-half that of male teachers. This fact disgraces not Massachusetts alone, but every other state in the Union; everywhere women are employed in preference to men, because their labor is cheaper.—In Boston the total expenditure, during 1866, including school houses was \$776,375.32; number of scholars, 27,723; average per scholar, \$26.76; whole number of teachers, 613. The average daily attendance was very high, 25,800.—In Lynn the appropriation for school purposes was \$40,000; the number of pupils, 4,000.—Lawrence is about to erect a new High School, at a cost of \$52,000.—Lowell expended \$67,000 last year. **RHODE ISLAND**.—At the recent meeting of the Institute of Instruction, steps were taken for the re-establishment of the R. I. State Normal School.—A new corps of editors for the *R. I. Schoolmaster* was appointed.—A resolution was passed approving the establishment of a National Bureau of Education. **NEW YORK**.—The amount raised for school purposes during 1866 was \$7,378,880; the expenditures, \$7,403,873; balance on hand, \$750,735; number of children in attendance, 919,033; number of male teachers, 5,031; female, 21,450; school districts, 11,732; school

houses, 11,552. The commission on Normal Schools recommend six additional schools.—The Regents of the University report the present condition of the colleges and academies of the State as highly prosperous.—The municipal corruption of New York city is working its own cure. A bill is before the Legislature providing for the appointment, by the Governor, of a commission to control the educational interests of the city. If this bill be passed, we shall probably hear of no more Fourth Ward scandals.

NEW JERSEY.—In 1866 the amount raised for schools was \$746,794.24 ; number of public schools in the State, 1,972 ; total number attending school, 158,000 ; average cost per child, \$3.59. New Jersey is not yet very liberal : we hope for better things. The whole number of persons who attended the Normal School is 778. There are twenty-six students in the Agricultural College.—Leonard W. Jerome, of New York city, has given \$5,000 to Princeton College, the interest of which is to be expended annually "in the purchase of a medal to be awarded to the graduating senior, who shall be declared by a vote of his class-mates to be the *first gentleman* of his class."

PENNSYLVANIA.—The Superintendent reports for 1866, 1863 school districts ; 13,146 schools ; 11,301 school houses, of which 1868 are unfit for use ; 16,144 teachers ; 725,312 pupils, with an average attendance of 478,066. The total cost of the school system, including taxes levied and state appropriation, was \$4,195,258.57. The condition of school houses calls forth serious expostulation in the report. 6,210 have unsuitable grounds ; 5,888 have either improper or injurious furniture. The teachers are little better ; about one-half had never read a work on teaching. The Superintendent recommends increased length of school terms, a larger State appropriation, a new appropriation to the Normal School, with an additional appropriation of \$5,000 to the school of the third district.—Philadelphia has 373 schools, with 1,300 teachers, and 75,893 pupils. The average attendance was 65,017, or 86 per cent.

OHIO.—The Agricultural College land scrip belonging to the State has all been sold for \$340,864.40, and the Governor asks of the Legislature the early location of the College.—Hon. John Baldwin, of Berea, has given a deed for forty acres of quarry to Baldwin University. The land is said to be worth at least \$100,000.—IOWA is alive to the interests of education. Her State University and her several Colleges are well attended. In the State University honorably discharged soldiers are educated free of tuition fees. In each of her larger towns is a public High School, generally well taught by good teachers, and well filled with pupils determined to learn. Teachers' Institutes are held in all the counties, with more and better success, we think, than usually attends similar meetings in the Eastern States. There are over 9,000 teachers employed. A vigorous educator of this State, Mr. J. Piper, claims that the teachers read more educational periodicals than the teachers of any other State in the Union. We must believe he is right, if we may be allowed to judge from our own immense lists of subscribers in that State.

MINNESOTA.—The Superintendent succeeded last year in obtaining reports from an increased number of districts. The whole number of school districts is 1,998 ; school houses, 1,297, valued at \$472,503.17 ; pupils, 52,753, with an average attendance of 33,319 ; teachers, 2,159 ; amount paid to teachers, \$169,146.46. The school fund amounts to \$1,500,000, and is increasing. The Governor recommends an independent department of Public Instruction. The Normal

school at Winona is succeeding well. The new building, a splendid structure, is nearly completed. ARKANSAS.—The Educational status in this State is deplorable. Ten years ago there were twenty-five schools, supported by the school fund. Since that time matters have not improved. Little interest is manifested by the people, and although the common school system is thoroughly organized, on paper and in officials, the Superintendent, in 1866, received but three reports from commissioners, and none of them favorable. What remained of the school fund at the beginning of the war has since been squandered. The Superintendent is disheartened, and recommends a thorough reorganization.—In the SOUTHERN STATES, as we have previously stated, little progress has been made. Almost the only schools, successful in operation, are those of the freedmen. Unfortunately, in many sections, these receive little encouragement from the whites, and any person who engages in the work is isolated from his former friends and acquaintances. WEST VIRGINIA.—At Parkersburg is a Freedmen's school, with eighty scholars, partly supported from the town fund.—In his message Governor Boreman speaks encouragingly of the progress in the work of education, and urges the most liberal legislation in support of the schools, and the provision for the Agricultural College. He advises a geological survey of the State. GEORGIA.—The Bureau Superintendent of Education reports 99 schools for freedmen, with 113 teachers, and 5,649 pupils.

URAGUAY.—A commission is now engaged in examining the various common school systems of the world with reference to a radical reform in schools of Uruguay. It is most likely that the United States system will be adopted, and that the books will be published in New York.

GREAT BRITAIN.—According to the *London Lancet*, it has been enacted that no medical student be admitted to lectures until he have been closely examined in the higher branches of an English education, with mathematics and Latin; that no student be examined for his final degree until he have attended four winter courses of lectures, or three winter and two summer courses, including in each session all the branches of medicine, with physics, botany and general history.—At the local examinations in Oxford last year there were 9,348 candidates.—The question of compulsory education excites much discussion. An influential meeting, held at Manchester, on Dec. 10th, 1866, decided by a large majority to petition Parliament in behalf of compulsory attendance. The leading clergymen of Scotland are strongly in favor of it.—The Master of the Rolls has granted an injunction restraining the Senate of Queen's University (Ireland), from granting degrees or taking any other proceedings under the supplemental charter, until further orders.

BAVARIA.—According to the government report, the elementary schools are in a satisfactory condition. Here, as elsewhere, classical studies are falling into disrepute, and the higher schools are advancing in scientific and professional studies. School attendance is obligatory, and education is spreading, as is manifest from the greatly increased number of newspapers sold and letters posted. To the primary schools are added industrial schools for adults, which are attended by 71,831 pupils, chiefly girls. The number of pupils in the classical schools has decreased from 11,586 in 1852, to 9,292 at present. The salaries of classical teachers are exceed-

ingly low, being only about \$400 in Munich. There are twenty-nine schools, which give a non-classical and almost professional course. The three Universities have 2,375 students, against 3,046 in 1852. The higher professional schools have increased in number and prosperity.

**PRUSSIA.**—The Berlin Popular Libraries, established in 1842 by the historian, Raumer, have proved eminently successful. A considerable amount has been invested for their benefit, and the authorities grant \$1,200 per annum for their enlargement.—The state treasury has received a large donation, of which 2,400,000 *thalers* are to be devoted to educational and scientific purposes, the greater part being for elementary schools. The Universities are to receive 24,000 *thalers*.

**RUSSIA.**—There are 123 girls' schools connected with the department of public instruction. These have an average attendance of seventy-four each, and a total of 9,129 pupils.

**TURKEY.**—The empire contains 14,377 elementary schools, with 493,855 pupils; eighty-seven middle class schools, with 11,894 pupils. Education, formerly under ecclesiastical control, is now under the supervision of a council over which the Secretary of State presides.

**SYRIA.**—The Syrian Protestant College, under the presidency of the Rev. Dr. Bliss, has opened its first collegiate term with a freshman class of thirteen. It is the first attempt in Syria to carry pupils through a thorough course of education to the higher branches, and it has every prospect of being a success. This college is supported by an endowment and scholarships distinct from funds by which the American missions in Syria are supported. Its endowment of \$100,000 was raised in the United States in 1864, while the great war for the Union was still raging. There are now two American colleges established in the Turkish empire—the Robert College in Constantinople, and the Syrian College in Beirut.

**EGYPT.**—There is at Alexandria a school under care of the missionaries. It contains 100 girls, one-half of them Jewesses. The teacher speaks Arabic, English and French, and has made the school very popular.

**CAPE OF GOOD HOPE.**—There are 45,523 children attending school, or about one in eleven of the whole population. Connected with the department of public instruction are 379 schools, with 570 teachers. Of the pupils, 19,242 are white, and 17,592 colored. The salaries of teachers are good, averaging £250 per annum. The Teachers' Association have under consideration a project for raising a permanent fund for aged and infirm teachers.

**NEW ZEALAND.**—In the province of Nelson, New Zealand, every householder, rich or poor, pays a tax of £1 towards the government free schools, and 5s. per head for each child who does not go to some school. An inspector is appointed, who reports periodically to a board of management on the progress and attendance of the pupils; thus, the system is persuasive rather than compulsory, and answers very well. The education is secular, with certain times set apart for religious instruction, which the pupils can avail themselves of, or not, at the discretion of the parents.

**MADAGASCAR.**—The christian population numbers about seventeen thousand, and sustains twenty schools, with twenty-nine teachers, and an attendance of 936 pupils: more than one-half of these are in the capital.

## CURRENT PUBLICATIONS.

IN his treatise on Physiology,<sup>1</sup> Dr. Draper treats of the subject as a physical science divested of the speculative doctrines and ideas with which the superstitious philosophy of the middle ages encumbered it. The author divides the subject into two branches, Statical and Dynamical, the former treating of the conditions of life, the latter of development and the future career of the organic form.

Dr. Draper considers food to be of two kinds, tissue-making and heat-making, but differs from Liebig in denying that the histogenetic value of any material depends solely upon its amount of nitrogen, and that tables can be constructed on such a basis showing the worth of articles for food. He regards animal heat as resulting from oxydation of the tissues, and takes allotropism to be the true cause wherefore these constituents yield to oxygen in a measured or regulated manner, and are not indiscriminately destroyed by it. The subject of animal heat is one of the most obscure problems in physiology. Some writers pass over it indifferently and others clog their statements with so many indefinite hypotheses as to utterly bewilder the student. Much credit is due to Dr. Draper for endeavoring to discuss the question fairly, even though his theory be not satisfactory to all. His theory of the circulation is, without doubt, the most beautiful and unexceptionable ever proposed. The arterialization of the blood in the lungs produces the movement: the heart is not a forcing-pump. Circulation in the majority of organic forms is accomplished without a heart. Fishes, and even man in the embryonic state, have no systematic heart, and in the adult man, the portal circulation is carried on without a central organ. The influence of the heart does not extend to the capillaries, the force there being capillary attraction; no jetting movement appears; the blood flows, as it were, spontaneously, steadily for a time, then stops, then perhaps retrogrades. Acardiac monsters have occurred. After death the arteries proper are empty, while the right heart and the pulmonary artery are distended. The difference in the color of the blood in veins and arteries, Dr. Draper holds to be due to alteration in the form of the blood-discs. He adopts Kolliker's theory of the action of the spleen, which has been corroborated by the investigations of Dr. Henry Draper.

The chapters on the nervous system and the eye differ much from corresponding chapters in other works. In the discussion of these parts the author trespasses upon the domain of psychologists, argues the immortality of the soul, and investigates the intricate problem of cerebral sight or inverse vision. In the second portion of his work he treats of many matters untouched by other authors, such as the influence of physical agents on the organic series, the principle of organization, sleep and its phenomena, and the unity of mankind. He argues, with Prichard, that men are of one stock, the different races being but variations of an ideal type, and adduces new proofs in defence of his position.

Dr. Draper's work is, in its nature, one of the most comprehensive treatises of the kind; unfolding the history of the individual from birth to

(1) *HUMAN PHYSIOLOGY, Statical and Dynamical.* By JOHN WM. DRAPER, M.D., LL.D., Prof. of Chemistry and Physiology in the University of N. Y., etc. New York: Harper & Bros. 8vo. pp. 650. \$5.00.

death. Its style is excellent proof that profuse technicality is not essential in teaching science.

"THE Lawyer in the School Room," contains, in a neat and attractive form, a succinct digest of American Pedagogical Law, together with much interesting matter relative to foreign schools, and school systems ancient and modern. The several chapters on the law as to corporal punishment; the chapter on the law as to punishing for misconduct in and out of school; that on the law as to the proper instrument to be used in punishing; and that on the law as to the right of parents to interfere with the rules and methods of discipline adopted in schools, will be found of especial interest and value now when these subjects are being so generally discussed. Very excellent opinions on these subjects have been advanced from time to time; but the actual laws in reference to them were never before collected and put into close juxtaposition. The chapters mentioned, with those on the law as to religion in schools, and on the law as to the teachers' morality, are mainly made up of the articles on Pedagogical Law, which appeared in the last volumes of the MONTHLY. It is much to be regretted that the additions are not always in good taste, and that a work intended to be authoritative should be marred by the exhibition of such an unjudicial spirit as is displayed on pages 153-4. The publishers must have been very remiss to allow such a paragraph to go to press under their imprint.

THE purpose of "The World before the Deluge," is to give a summarized account of the results at which geological science has arrived, and of the method of reasoning in regard to the facts on which these generalizations rest; and it accomplishes its purpose well. Asserting at the outset that geology is "of all sciences, probably the most certain in its facts," it admits that it is "also perhaps the most hypothetical in its inferences." After a brief consideration of fossils and of rocks (to the last of which an additional chapter is added in this edition) as the sources of geological knowledge, the work assumes and defends La Place's "Nebular Theory" of creation, divides the history of the formation of the present earth into four epochs, with minute subdivisions of each, discussing all in a most interesting manner, and concludes with the consideration of the creation of man and the Deluge. For popular readers, no other work on the subject, which has fallen under our observation, will be nearly so valuable as this. Its manifold illustrations and graphic ideal landscapes are not the least of its excellencies. Without any theory to maintain, it yet points the way most clearly toward harmonizing the Mosaic and the Rocky records of Creation. It has the defects of an inappropriate title, and of being written in separate parts.

M. MACE'S "History of a Mouthful of Bread," presents the leading principles of physiology, in the form of letters addressed to a little girl. The book consists of two divisions, the first treating more particularly of human, and the second of comparative physiology. It contains few discussions, offering only general facts and illustrating processes by examples

- (2) THE LAWYER IN THE SCHOOL ROOM. By M. Mc. N. WALSH, A.M., LL.B. New York: J. W. Schermerhorn & Co. pp. 161. \$1.
- (3) THE WORLD BEFORE THE DELUGE. By LOUIS FIGUIER. New York: D. Appleton & Co.
- (4) THE HISTORY OF A MOUTHFUL OF BREAD. By JEAN MACE. Translated by Mrs. Gatty. First American Edition. N. Y.: American News Co. 12mo. pp. 398. \$2.00.



from every-day life. Some of the theories adopted are old, while others are indubitably original and not likely to be adopted by any one else. There are some errors in fact. Microscopic photography was not perfected in France, and the first micro-photographs of frogs' blood were not taken in Europe. For these we are indebted to Prof. H. Draper of the N. Y. University. In the main, however, the work is accurate. Nomenclature is rendered less repulsive than usual, each term being generally translated. In the second part, the author adheres closely to the old system of classification, offering no arguments for or against any theory respecting the origin or relations of races.

It is unfortunate that so good a book has been so slovenly translated. "Been to your bed," "*from whence I write,*" "*has not got any,*" are unpardonable in a work intended principally for the young. Typographical errors also are exceedingly numerous, many of them important.

"*WOMAN'S WORK in the Civil War,*" is an interesting record of what was done by American women during the late war, for the soldiers, for their families, for the suffering white population of the South, and for the freedmen.

We are particularly struck with the fact, that so large a number of these heroic women had been teachers. *Miss H. A. Adams*, the efficient Secretary of the Ladies' Aid Society of St. Louis, was, at the commencement of the war, principal of one of the High Schools of that city. *Mrs. Nellie M. Taylor*, of the New Orleans, one of the noblest spirits of war, taught in the Public High Schools of that city through the war, devoting every moment of leisure to the care of the soldiers, her heroic daughter supplying her place in the hospitals during the sessions of the schools. *Miss Clara Barton*, so widely known and honored for her services to the soldiers, was formerly the principal of a school at Bordentown, N. J. *Mrs. R. H. Spencer*, the faithful and devoted agent of the State of New York to the soldiers in the field, had long been associated with her husband as a teacher at Oswego. *Miss Hattie A. Dada*, *Miss Susan E. Hull*, and *Miss Vance* had all been teachers, and we believe missionary teachers, before the war; and we might multiply instances by the score. These ladies in the army of mercy, brought the system, order, perseverance and method of their school life to bear upon their new vocation, and the discipline of the teacher's profession formed an admirable preparation for the labors, duties, sacrifices and joys of the great work in which they subsequently engaged. All honor to these brave and heroic teachers, and success to the work which records their toils and triumphs.

THE country is flooded with war legends, battle incidents, and especially with tales of fiction founded upon martial facts. Much of this literature is exceedingly vapid, and serves only, by way of contrast, to make "*The Young Invincibles,*" and a few other choicely-written volumes of similar style, the more readable. The boys who read this book will not only be delighted with the story, but will learn lessons which will be of use to them in any position in life.

(5) *WOMAN'S WORK IN THE CIVIL WAR.* By Dr. L. P. BROCKETT, and Mrs. MARY C. VAUGHAN. New York.

(6) *PATRIOTISM AT HOME; or, THE YOUNG INVINCIBLES.* New York: James Miller. 16mo. pp. 320. Price



J. ROSS BROWNE'S "American Family in Germany" is worth reading, and that is no light praise in this day. But the author is unpardonable that the book is not still better. The interesting family of his imagination might have been just as funny, and at the same time have told the thousand families who are longing to spend a year in Germany when they can afford it, just how to do it. As it is, few well know when John Butterfield is joking and when he is in earnest—a fault almost as great in a book as in a man. "A Whirl through Algeria," and "A Trip to the Salt Mines of Wieliczka," interesting as they are, should have been left for another volume, or indicated on the title page.

THE volumes forming the "College Library," are based upon school and university life in England. For exactness and simplicity they are preferable to Mr. Hughes' stories, which are somewhat exaggerated. The narratives are good, and Mr. Farar has had the good sense to choose human beings, and not saint-like impossibilities, for his model youths. In moral and religious tone these tales resemble those of Miss Edgeworth, to which they are little inferior. We think, however, that the author could have found better subjects for his pen, and question the propriety of setting before the young the vices of school-boys, and of detailing the processes by which detection is avoided. Nevertheless, the "College Library" is infinitely better reading matter for youth than the trifling fiction commonly provided them.

FOWLER & WELLS have issued an illustrated edition of *Æsop's Fables*. Most of the engravings are old acquaintances, but none the less welcome for that. The book is published in neat form, and would be a good present for young people.

THE same house publish also "The Story of a Stomach," an entertaining description of a dyspeptic's sufferings and cure. It offers some strange methods of treatment. Having suffered severely from adherence to Hygeopathy, the author eschewed bran bread and vegetables, and used a generous diet alloyed with small doses of peach pits. Under this treatment he regained his health. The treatise contains much of interest to dyspeptics, who, unfortunately, form the greater part of the community.

THE Fairy Stories of M. Laboulaye,<sup>11</sup> translated by Mrs. Booth, are really fascinating. Great credit is due to the splendid imagination of the author and the skill of the translator. The most important moral truths are easily deducible from these beautiful stories.

MESSRS. HURD & HOUGHTON have published an illuminated edition of Theodore Tilton's poem, "The King's Ring."<sup>12</sup> The initial chromolithographs are moderately good, but the engravings in black and white are execrable. The text is well printed in colors.

- (7) AN AMERICAN FAMILY IN GERMANY. By J. ROSS BROWNE. Illustrated by the author. New York: Harper & Brothers.
- (8) THE COLLEGE LIBRARY. ST. WINIFRED'S, ERIC, JULIAN HOME. N. Y.: M. Doolady. 3 vols., 12mo., pp. 411-366-420. \$4 00.
- (9) *ÆSOP'S FABLES*. Illustrated. The People's Edition. Crown, 8vo., pp. 72. \$1.00.
- (10) THE STORY OF A STOMACH. An Egotism. By a Reformed Dyspeptic. 16mo. pp. 60.
- (11) LABOULAYE'S FAIRY BOOK. Translated by MARY L. BOOTH. With Engravings. New York: Harper & Brothers, 12mo. pp. 363.
- (12) THE KING'S RING. By THEODORE TILTON. Illustrated by Frank Jones. Quarto. \$1.25.

PROF. DAVIES has added to his course of Mathematics a brief treatise on the Metric system of Weights and Measures.<sup>13</sup> Excepting the unwarrantable liberties which he has taken with the spelling of certain of the terms, his treatment of the subject is much the best that we have seen.

"Greek for Little Scholars,"<sup>14</sup> is an application of the primer system to the study of Greek. To each letter is appended a picture of some familiar object, with its name in Greek. The utility of the plan is doubtful, as it is adapted to the use of only very young children, whose time could be much more profitably employed in other studies.

We are pleased to see Part II. of "Reading without Tears"<sup>15</sup> Mrs. Mortimer understands well how to reach the comprehension and interest the mind and heart of children. The moral and religious lessons inculcated are excellent.

THE teachers of Michigan (that is, so many of the eight thousand teachers of that State who have sufficient professional spirit, and interest in the work of their fellow laborers of the State, to take and read the *Teacher*), have reason to be proud of their organ.<sup>16</sup> It is one of the best Educational journals that come to our table. Its book notices are especially commendable for critical ability, good sense and fearlessness.

## SCIENCE AND THE ARTS.

—It is well known that repeated blows, or long continued jarring, will change wrought iron from its fibrous to a crystalline structure. The same change has lately been effected by a single shock. Col. Shaffner, in his recent experiments with nitrolean (nitro-glycerine) and gunpowder, found that the pieces of a shaft of wrought iron, burst by a charge of gunpowder, had assumed a distinctly crystalline character.

—Essence of lemon is now manufactured in large quantities from essence of turpentine. These substances differ only in that one molecule of turpentine can be split, so to speak, into two molecules of essence of lemon. A mixture of turpentine, alcohol, and nitric acid is exposed to the rays of the sun. A hydrate of turpentine is formed, which, when combined with six atoms of water, gives rise to large, well-defined crystals. These, on being submitted to the action of hydrochloric acid, unite with the gas, forming a liquid and a solid substance. The liquid portion on being acted upon by potassium, is converted into the essence of lemon.

—By exhausting the pores of air, and injecting any of the aniline dyes, woods are now stained throughout their entire substance so as to make excellent imitations of more valuable kinds.

(13) THE METRIC SYSTEM. By CHARLES DAVIES, LL.D. New York: A. S. Barnes & Co. pp. 20.

(14) GREEK FOR LITTLE SCHOLARS. Phila.: Lippincott & Co. Quarto, pp. 26.

(15) READING WITHOUT TEARS. By the author of "Peep of Day," etc. Part II. Harper & Brothers. pp. 293.

(16) THE MICHIGAN TEACHER. Ypsilanti, Mich.: Payne, Whitney & Goodison. \$1.53 per annum.

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Sometimes accuracy is insured by taking sufficient time for the record from that assigned to each exercise. But there are often twenty or more daily exercises to be recorded, and if only two or three minutes are taken for each, there will be required for all not less than an hour—one sixth part of the School day. This time cannot be spared from other duties. And the loss of time is not confined to the day. Once a month, or oftener, many hours must be spent adding up and averaging accounts and making out reports to parents.

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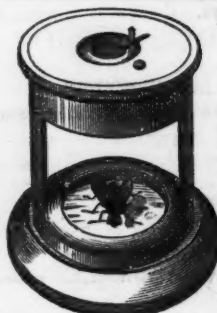
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 NASSAU PREPARATORY SCHOOL, Princeton, N. J.  
 MODEL FREE SCHOOL, Princeton, N. J.  
 NEWARK (N. J.) ACADEMY.  
 HIGH SCHOOL, Dover, N. H.  
 WARSAW ACADEMY, Warsaw, N. Y.  
 BRIDGEPORT HIGH SCHOOL, Bridgeport, Conn.  
 SCHOOLS OF PLYMOUTH, Mass.  
 PUBLIC SCHOOLS OF RICHMOND, Ind.  
 PUBLIC SCHOOLS OF LAFAYETTE, Ind.  
 PUBLIC SCHOOLS OF VEVAY, Ind.  
 PUBLIC SCHOOLS OF PERU, Ind.  
 PUBLIC SCHOOLS OF DELPHI, Ind.  
 PUBLIC SCHOOLS OF BLOOMINGTON, Ind.  
 PUBLIC SCHOOLS OF MT. CARMEL, Ill.  
 PUBLIC SCHOOLS OF MILTON, Ind.  
 HADLEY'S NORMAL ACADEMY, Richmond, Ind.  
 CHARLES A. MENDENHALL'S CITY ACADEMY, Richmond, Ind.  
 FRIENDS' SCIENTIFIC SCHOOL, Indianapolis, Ind.  
 BALDWIN UNIVERSITY, Berea, O.  
 ORWELL TEACHERS' ACADEMY, Orwell, O.  
 NEWMAN'S NORMAL SCHOOL, Milan, O.  
 UNION SCHOOLS (High Schools), Painesville, O.  
 FEMALE SEMINARY, Hallsboro, O.  
 WILLOUGHBY COLLEGIATE INSTITUTE, Willoughby, O.  
 YOUNG LADIES' SEMINARY, Cleveland, O.  
 SNOW HILL ACADEMY, Springfield, O.  
 FEMALE SEMINARY, Springfield, O.  
 FEMALE COLLEGE, Springfield, O.  
 MR. CALKINS'S SCHOOL, Ashtabula, O.  
 BURTON ACADEMY, Burton, O.  
 BRECKSVILLE HIGH SCHOOL, Brecksville, O.  
 COPLEY HIGH SCHOOL, Copley, O.  
 UNION SCHOOLS (High Schools), Norwalk, O.  
 PUTNAM FEMALE SEMINARY, Putnam, O.  
 WESTERN MILITARY INSTITUTE, Dayton, O.  
 OHIO WESLEYAN UNIVERSITY, Delaware, O.  
 YOUNG LADIES' SEMINARY, Detroit, Mich.  
 UNION SCHOOLS (Primary Departments), Adrian, Mich.  
 PUBLIC SCHOOLS (High Schools), Grand Rapids, Mich.  
 PUBLIC SCHOOLS, Portersville, Pa.  
 PUBLIC SCHOOLS, Springfield, Pa.  
 PUBLIC SCHOOLS, Salem, Mass.  
 MRS. J. R. MARVIN'S SEMINARY, Buffalo, N. Y.  
 MISS RANNEY'S SEMINARY, Elizabeth, N. J.  
 PUBLIC SCHOOLS, Davenport, Iowa.  
 MORRISTOWN SEMINARY, Morristown, N. J.  
 PUBLIC SCHOOLS, New Brunswick, N. J.  
 ALFRED UNIVERSITY, Alfred Centre, N. Y.  
 PROF. G. P. BRADLEY'S INSTITUTE, Stockbridge, Mass.  
 PROF. STILES FRENCH'S INSTITUTE, New Haven, Conn.  
 YOUNG LADIES' COLLEGIATE INSTITUTE, Union Springs, N. Y.  
 WALNUT HILL SCHOOL, Geneva, N. Y.  
 LINCOLN INSTITUTE, Jefferson City, Mo.  
 PUBLIC SCHOOLS, Winona, Minn.  
 PUBLIC SCHOOLS, City of New York.

# GUYOT'S GEOGRAPHICAL TEXT-BOOKS.

## THE PRACTICAL TEST.

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**From Prof. E. A. Sheldon, Superintendent of Schools, Oswego.**

We have adopted Guyot's Common-School Geography in our Normal and Training School. In its general plan and execution, it is unsurpassed by any similar work that has yet been offered to the public, while in the methods it presents for teaching Geography, I KNOW OF NO BOOK OF THE KIND THAT IS WORTHY OF BEING COMPARED TO IT.

E. A. SHELDON,

*Supt. Oswego and Normal Training School.*

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**From Prof. Arey, Principal State Normal School, Albany.**

STATE NORMAL SCHOOL, ALBANY, Oct. 12, 1886.

I give Guyot's Geographies my hearty approval, and MOST CORDIALLY RECOMMEND THEM TO ALL TEACHERS who are desirous of economizing time, and securing accuracy in teaching the subject of Geography.

OLIVER AREY,

*Principal State Normal School.*

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**From Rev. B. G. Northrop, Secretary Board of Education, Mass.**

COMMONWEALTH OF MASSACHUSETTS,  
OFFICE OF BOARD OF EDUCATION,  
BOSTON, Nov. 20, 1886. }

Guyot's Geographies are AT ONCE PHILOSOPHICAL IN METHOD, ACCURATE IN STATEMENT, AND SIMPLE AND ATTRACTIVE IN STYLE. The thanks of the friends of Education are due to Prof. Guyot for his valuable contributions to the science of Geography, and for his efforts to present the latest discoveries in his favorite department in a form suited to the wants of the juvenile mind. Geography, like every other school study, should be pursued, not as an end in itself, but as a means of securing the highest end of mental development, and especially of training that faculty, or set of faculties, which such study is particularly fitted to cultivate. In these books geographical facts and exercises are employed for the distinct purpose of cultivating the powers of perception and conception, as well as mere memory.

B. G. NORTHROP,

*Secretary Board of Education, Mass.*

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**From Prof. J. V. Montgomery, Principal State Normal School, Pa.**

PENNSYLVANIA STATE NORMAL SCHOOL,  
MILLERSVILLE, PENN., Oct. 3, 1886. }

The books are in the hands of the pupils; all seem perfectly delighted with them. THE MORE I EXAMINE THEM, THE BETTER I LIKE THEM.

J. V. MONTGOMERY,

*Principal.*

**From Prof. Thos. G. Wall, Principal Englewood Institute.**

ENGLEWOOD, N. J., Oct. 13, 1886.

I regard Prof. Guyot's Primary and Common-School Geography GREATLY SUPERIOR TO ANY THING YET INTRODUCED INTO OUR SCHOOLS.

1st. Because of the vast amount of information introduced—usually embraced in Physical Geography, Histories, etc., all of which illustrates the subject, as well as clothes it with an interest not heretofore possessed.

2d. The profound scholarship everywhere apparent, showing it to be the work of a thoroughly competent author, and not an editor, as our School Geographies have generally been.

3d. The great simplicity with which the results of this profound research are expressed, bringing this vast fund of information perfectly within the comprehension of children.

I am convinced that the introduction of these books will mark a new era in the study of this subject, elevating it to its proper dignity—that of a science.

THOS. G. WALL,

*Principal Englewood Institute.***From Prof. Elbridge Smith, Dorchester (Mass.) High School.**

DORCHESTER, Nov. 10, 1886.

I have been acquainted with Prof. Guyot's Teachings in Geography for the past fifteen years. They have, I believe, without exception, received the warmest approval from the scientific men of the country. The teaching profession have been waiting long and impatiently for these promised Text-Books in the author's favorite science. We have now the first two numbers of "Guyot's Geographical Series." They seem to me the most complete and satisfactory, in every way, of any similar works before the public. They belong to that small class of school-books which WILL MAKE THEIR WAY TO PUBLIC FAVOR BY THEIR OWN INTRINSIC MERITS.

Teachers and School Committees who neglect these books, will injure themselves and their schools more than the books themselves. Guyot's Geographies and Wall-Maps will be for years the standard authorities in this noble science.

ELBRIDGE SMITH,

*Principal of the Dorchester High School.***From Prof. W. W. Davis, Principal Empire Schools.**

STERLING, ILLINOIS, Aug. 20, 1886.

I have examined Guyot's Primary Geography WITH GREAT SATISFACTION. The beautiful illustrations, so aptly exhibiting the leading features of each region and climate, the sprightly descriptions, in the story-telling style that childhood loves, and yet full of sober truth, make me envy the little folks who have their geographical days yet before them. There is no dull, formal alternation of question and answer, in regard to facts and figures beyond the childish comprehension, but genial, conversational lessons that the tiny people will read with all the delight of a wonder-book. I shall introduce the series into the schools at the earliest opportunity.

W. W. DAVIS,

*Principal Empire Schools.***From Prof. Edward Koessly, New York.**

NEW YORK, Sept. 18, 1886.

CHAS. SCHRIENER &amp; Co., 634 Broadway.

GENTLEMEN: I have examined Guyot's Geographies, and find they ECLIPSE EVERY THING that has so far appeared in American Cartography, and equal the very best School Geographies produced in Germany. I intend to introduce them in my school.

Respectfully yours,

EDWARD KOESSLY,

*Principal of the German-American Institute, 1142 Broadway.*

From Prof. W. J. Rolfe, Cambridge, Mass.

CAMBRIDGEPORT, MASS., Oct. 6, 1886.

No series of books on the old irrational system can compare for a moment with Prof. GUYOT'S Geographical Text-Books. If the teachers do not like them, so much the worse for the teachers, not the books. You are at liberty to use my name immediately as one of the teachers who *fully and emphatically* recommend Guyot's Geographies. \* \* \* December 3, 1886.—THE MORE I EXAMINE GUYOT'S BOOKS, THE BETTER I LIKE THEM, especially the larger of the two. They mark the dawn of a new era in the teaching of Geography.

W. J. ROLFE,

*Master of Cambridge High School.*

From Prof. A. C. Smith, Cambridge, Mass.

CAMBRIDGE, Nov. 12, 1886.

Every intelligent teacher, as well as every friend of education, will rejoice at the appearance of Prof. Guyot's Common-School Geography. A full exposition of the author's original and philosophical method of teaching Geography accompanies the work, so that any *live* teacher is ENABLED TO USE IT AT ONCE SUCCESSFULLY. The Geographical Text-Books heretofore used have not been adapted to the wants of our schools.

Containing little or no Physical Geography as a basis, the pupil has been required to memorize an unreasonable amount of dry details and unmeaning facts, which are very soon forgotten, because no intelligent ideas have been associated with the words to fasten them in the mind. With such a Text-Book as Guyot's Common-School Geography in our schools, so fully and neatly illustrated, embracing diagrams for the construction of maps, according to the author's admirable system of "Constructive Map-Drawing," a new and permanent interest will be awakened in this important branch of education.

A. C. SMITH,

*Principal of the Webster School.*

From Prof. A. G. Smith, Bolton, Mass.

BOLTON, MASS., Nov. 24, 1886.

MESSRS. SCHIRMER & Co.

GENTS.: Allow me to express my hearty thanks for your promptness in transmitting me copies of Prof. Guyot's new Geographies. I have long and anxiously looked for their issue, and am greatly pleased with them. The excellent letter-press, the attractive illustrations, and, above all, the beauty and accuracy of the maps, merit great praise.

But the method of teaching which Prof. G. and his worthy coadjutor have so simply and skilfully set forth, constitutes the charm of the whole. It is both natural and philosophical; philosophical, because the TRUE AND NATURAL METHOD OF TEACHING.

I shall expect a revolution now in the modes of teaching what has often been considered a dry and profitless study. The thanks of all teachers, pupils, and the educational public generally, are due to Prof. G., and his publishers, for what has most clearly been a labor of love with them all.

We shall most certainly introduce the books into our schools at the beginning of our next term.

Very truly and respectfully yours,

ADDISON G. SMITH,

*Principal Houghton High School.*

I FULLY AND HEARTILY CONCUR WITH THE ABOVE.

RICHARD S. EDES,

*Member Bolton School Committee.*

## *Guyot's Geographical Text-Books.*

**From Prof. G. H. Gage, Farmington, Me.**

STATE NORMAL SCHOOL,  
FARMINGTON, ME., Sept. 23, 1866.

I was prepared to find Prof. GUYOT's Text-Books very thorough, systematic, and exhaustive, and I am happy to say that, from the examination which I have been able to make, my expectation has, as I believe, **BEEN MORE THAN REALIZED**. The subject of Geography, too much neglected, too uninterestingly presented, taught oftentimes as a "cramming" exercise, has by Prof. GUYOT received greater accessions to its attractiveness than have been given to it probably by any man in America.

GEO. M. GAGE, *Principal*.

**From Prof. John Johnston, of Connecticut.**

WESLEYAN UNIVERSITY,  
MIDDLETOWN, CONN., Nov. 12, 1866.

MESSERS. CHARLES SCRIBNER & Co.: I have examined your "Common-School Geography," by Prof. GUYOT, with some care, and with decided satisfaction. Heretofore, in most of the schools which have come under my own observation, it has seemed to me that the attainments made by the pupils in this branch of study have not been commensurate with the time and labor they have been required to bestow upon it. I will not state that this has resulted entirely from defect in the Text-Books used; though I think this has had something to do with it, and I am glad to see another on a plan, in some respects quite original, and in my view well calculated to impress the mind of the learner with the great facts of the science as they are systematically presented. The work cannot fail to have a **BENEFICIAL INFLUENCE** in the great cause of common-school education.

JOHN JOHNSTON,  
*Professor Natural Sciences.*

**From Prof. Sanborn Tenney, of Vassar College.**

VASSAR COLLEGE,  
POUGHKEEPSIE, N. Y., Dec. 4, 1866.

I regard Professor GUYOT as the ablest Geographer now living. I regard his books as the best that have appeared on the subject of Geography. Their ultimate success is certain. Physical Geography precedes civil, and must be studied first, if we would ever arrive at any true appreciation of the earth and its inhabitants. Guyot ever keeps this great fact in view, and works accordingly, and with the happiest results. **WE TAKE GUYOT AS OUR GUIDE, AND USE HIS BOOKS.**

SANBORN TENNEY,  
*Professor of Natural History, including Physical Geography, Geology, etc., in Vassar College.*

**From Prof. A. Parish, Superintendent of Schools, New Haven.**

OFFICE OF BOARD OF EDUCATION,  
NEW HAVEN, CONN., Nov. 23, 1866.

I have known Prof. GUYOT many years; have been familiar with his methods of instruction in Geography, and have been anticipating something **ORIGINAL** and **SUPERIOR** to any thing yet before the public in this branch of study. In the publication of his Text-Books and Maps, I find my anticipations **MORE THAN REALIZED**. The plan and execution are most successfully accomplished, and teachers may now enter upon a new era, if they will, in the matter of Geographical Study.

A. PARISH, *Superintendent of Schools.*



From Prof. Eli Charlier, New York.

CHARLIER INSTITUTE,  
ENGLISH AND FRENCH SCHOOL FOR YOUNG GENTLEMEN,  
No. 48 EAST TWENTY-FOURTH STREET, NEW YORK, Oct. 1, 1866. }

CHAS. SCRIBNER & Co.

DEAR SIR: You ask for my opinion of GUYOT's Geographies, here it is: They are the best in the United States, and of course in America.

Expand that opinion as you please; say that Prof. GUYOT has devoted his whole life to their preparation; say they are an immense progress, etc., etc. I REPEAT IT: THEY ARE THE BEST IN AMERICA.

I have received of you already 130 copies, and when the High School Geography is ready, all my pupils will be supplied with one or the other.

I should like to see those Geographies in the hands of every child in the United States.

GUYOT's Maps I have bought of you, one by one, with the exception of Asia. If ready, I have a place left on purpose for it.

Yours respectfully,

ELI CHARLIER,

From Prof. Benj. F. Leggett, New York.

NEW YORK CONFERENCE SEMINARY,  
CHARLOTTESVILLE, N. Y., Nov. 1, 1866. }

MESSE. SCRIBNER & Co.: I have examined GUYOT's Primary and Common-School Geographies, which you had the kindness to send me, and would say that I am highly pleased with them. The first book of the series cannot fail to instruct, while it pleasantly introduces the learner to the study. The second of the series is peculiarly adapted to accomplish a great work in our common schools. The system of map-drawing, as taught in this book, is something which our schools have long needed, and, if thoroughly carried out by the teacher, will be sure to lay an intelligent foundation for more extensive geographical attainments. I am glad to notice, also, that the physical character of the different countries receives that attention which the importance of the subject demands. These features render the work SUPERIOR TO ALL WITH WHICH I AM ACQUAINTED.

Yours respectfully,

BENJ. F. LEGGETT, *Principal.*

From Prof. S. A. Farrand, New York.

COLLEGIATE ACADEMY,  
635 SIXTH AVENUE, N. Y., Dec. 1, 1866. }

I have been using GUYOT's GEOGRAPHIES since their first issue, and think them the best ever published.

The "Primary" presents the subject in a manner SO SIMPLE AND NATURAL that it is readily understood by young children.

In the "Common School" the author has emancipated Geography from the bondage of the cramming and memorizing process so long and blindly taught, and has elevated it to a science.

THE "DIRECTIONS TO TEACHERS" ARE SO FULL AND CLEAR THAT MY ASSISTANTS, ALTHOUGH PREVIOUSLY UNAQUAINTED WITH THIS METHOD, FOUND NO DIFFICULTY IN USING IT, EVEN AT THE BEGINNING.

S. A. FARRAND.

A Second Letter from Prof. Montgomery, of Pennsylvania.

PENNSYLVANIA STATE NORMAL SCHOOL,  
MILLERSVILLE, Dec. 18, 1866. }

MESSE. CHARLES SCRIBNER & Co.: GUYOT'S GEOGRAPHIES ARE WORKING SPLENDIDLY.

I have not the least doubt but that these works must meet with marked success. When I get hold of



books that STAND THE TEST OF THE SCHOOL-ROOM, I mean to make it known to all whom it may concern.

Most respectfully yours,

J. V. MONTGOMERY.

From Prof. W. J. Beal, Union Springs, N. Y.

UNION SPRINGS,  
CATUGA CO., N. Y., Oct. 18, 1886.

I have carefully examined many parts of "Guyot's Common-School Geography," and am very glad to say that it is better than I had even hoped for. Here pupils may learn principles, and not burden the mind with mere facts, many of which will soon be forgotten, because they can see no connection between them.

I am yours,

W. J. BEAL, A. M.,

Professor Natural Science, Young Ladies' Collegiate Institute.

From Prof. A. H. Buck, Principal Latin School, Roxbury, Mass.

LATIN SCHOOL,  
ROXBURY, MASS., Nov. 30, 1886.

MESSES. SCRIBNER & Co.

GENTLEMEN: In Prof. GUYOT's series of Geographies we seem at last to have something really deserving that name, works in which a thoroughly philosophical system insures the natural order and sequence of the main topics, and an effective exhibition of their relations and interdependence.

Several weeks of CONSTANT USE IN THE SCHOOL-ROOM HAVE DEMONSTRATED THE VALUE OF THE METHOD of impressing on the mind the relief of continents, and the excellent system of map-drawing, which, if duly understood, is found to be not only the most simple and rational, but also the most practical and suggestive; while the prominence given to essential facts, and the frequent and comprehensive generalizations save the pupil much time else given to an unprofitable memorizing of barren details, and induce and foster a habit of observation and comparison.

These works of Prof. GUYOT seem to me not only the BEST EXTANT, but the ONLY ONES of the kind that we CAN AFFORD to use if we will gain the most with the least outlay.

Very truly yours,

A. H. BUCK.

From Prof. Hamilton S. McRue, School Examiner, Switzerland County, Ind.

OFFICE OF SCHOOL EXAMINER, SWITZERLAND COUNTY,  
VEVAY, IND., Dec. 17, 1886.

GUYOT's Primary and Common-School Geographies have been adopted as standard text-books in the Vevay Graded Schools, of which I have special charge, and in other schools of this county. After a careful examination and a fair trial in the school-room, I prefer these works for the following reasons:

1. They are based on the TRUE PHILOSOPHY OF TEACHING.
2. Excluding useless details, they contain the important parts grouped in such a manner as to be easily remembered.
3. Whenever adopted, they NEVER FAIL to awaken, through their attractive illustrations and charming style, a deeper interest in the subject of Geography on the part of teacher, pupil, and patron.

Very truly yours,

HAMILTON S. MCRUE, School Examiner.

From Prof. Hiram Hadley, Principal Hadley's Academy.

RICHMOND, IND., Dec. 14, 1886.

I am inquired of in regard to the practical workings of GUYOT's Geographies in the school-room.

In general terms, I will say, that our teachers and pupils like them beyond any thing they have ever used.

Especially I feel it my pleasure to say, first, in regard to the primary, that it forms an introduction to the study WHICH THE CHILDREN DEVOUR WITH AN AVIDITY THAT IS SURPRISING, MANY OF OUR CLASS HAVING READ FAR AHEAD OF THE POINT TO WHICH THE CLASS HAS ADVANCED. Instead of learning abstract and detached questions and answers, they seem to acquire a knowledge of the country that at once arouses their curiosity and imagination, and gives them the ability to converse *intelligently*. Secondly. The Common-School Geography is the ONLY TEXT-BOOK, SO FAR AS I KNOW, THAT HAS EVER *PRETENDED* TO TREAT GEOGRAPHY ON THE NATURAL PRINCIPLES OF TEACHING established by Pestalozzi, and now more or less practised by all our best teachers and taught in our Normal Schools. These principles, applied to the teaching of any subject, make intelligent thinkers, where otherwise we should have mere receptacles of knowledge. Our pupils are deeply interested in the study, and their teacher says her "*Geography class is her best.*"

Harvey established the circulation of the blood, and brought upon him the denunciations and persecutions of his profession. Galileo taught that the world moves, and suffered the tortures imposed by ignorance and bigotry. GUYOT first taught that this earth is formed just as it is, by a divine intelligence, with every part *intended* to subserve the exact purpose in the economy of Nature which it is found to do.

To teach these upon correct principles, he must necessarily reverse the old methods which have so long produced, *universally*, so unsatisfactory results.

It will not be surprising that he shall find much opposition to his work. But the ready adoption of his views by the more intelligent class of teachers, gives abundant evidence that they will soon prevail.

HIRAM HADLEY,

*Principal of Hadley's Academy.*

#### From a Practical Teacher.

PERU, IND., Dec. 15, 1866.

I have been using GUYOT'S Common-School Geography during the past term, and am well pleased with it. The system of triangulation is certainly a great advantage in map drawing, and the manner in which each lesson is presented, with the illustration, is very entertaining. ON THIS PLAN, AND WITH THIS BOOK, I FIND NO DIFFICULTY IN SECURING THE INTEREST AND ATTENTION OF MY CLASS OF THIRTY-FIVE PUPILS.

"M. MAGGIE BELL.

#### From Superintendent of Schools, Richmond, Ind.

OFFICE OF PUBLIC SCHOOLS,  
RICHMOND, IND., Dec. 13, 1866. }

From my experience and observation, I believe GUYOT'S Geographies to be admirably adapted to teaching Geography upon CORRECT AND PHILOSOPHICAL PRINCIPLES, and by NATURAL METHODS. It is true that they must be used by teachers IMBUEW WITH THEIR SPIRIT, and who are out of the *old ruts* of Geographical teaching.

But the question is simply this: are we to adapt our Text-Books to the *ignorance, and incapacity, and bad training* of our teachers, or to CORRECT PRINCIPLES and SOUND PHILOSOPHY in presenting the subject, and require that all parties come up to that standard? I am in favor of the latter course.

JESSE H. BROWN, *Superintendent of Schools.*

#### From Superintendent of Schools, Erie, Pa.

OFFICE OF THE SUPERINTENDENT OF THE PUBLIC SCHOOLS OF  
ERIE, PA., Dec. 14, 1866. }

1st. The books are on the natural plan, thus making them highly scientific, though primary works. The day is *fast* passing away when wrong steps will be called right, because they are "First Steps."

2d. The plan is *well developed*. A plan may be of the first order, but if it is presented in an improper manner, it is but little better than a poor one.

A plan is the skeleton or framework of a subject or project, and if it is clothed in such a way as to be uninteresting, the life-blood is wanting.

THE MORE I READ THESE GEOGRAPHIES, THE MORE I SEE THAT SATISFIES ME AS A TEACHER, and I shall take pleasure in recommending them as the best of the kind.

H. S. JONES,

*Superintendent Public Schools, Erie, Pa.*

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**From Superintendent of Public Schools, Springfield, Ohio.**

IF GUYOT'S GEOGRAPHIES DO NOT GO, THEN NO BOOKS OUGHT TO GO, FOR THE MORE I STUDY THEM, THE MORE I AM SURPRISED AND DELIGHTED.

C. B. RUGGLES,

*Superintendent Western Department Public Schools, Springfield, Ohio.*

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**From Prof. A. Schuyler, Prof. of Mathematics in Baldwin University, and Author of Schuyler's Higher Arithmetic.**

I have examined with some care, and with much pleasure and profit, GUYOT'S Primary and Common-School Geographies, and hesitate not to say that, in mechanical execution and philosophical development, and in the interest which the author has imparted to the subject, THEY ARE UNRIVALLED.

A. SCHUYLER.

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**From Brvt. Col. Joseph M. Locke, U. S. A. and C. E., Superintendent of Western Military Institute.**

NEAR DAYTON, O., Oct 17, 1886.

I have the honor to acknowledge the receipt, by Express, of copies of Prof. GUYOT'S Text-Books on Geography, and having referred them to the proper professor, have received a report recommending their introduction as the Text-Books to be used in the institution; and, having examined the works myself, I strongly indorse the recommendation. I am so much pleased with the work, that I desire to change the Text-Book of the present class of cadets.

I am, gentlemen, your obedient servant.

JOSEPH M. LOCKE,

*Superintendent.*

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**From Prof. A. G. Stephens, Principal Young Ladies' Seminary, Wheeling.**

WHEELING, VA., Sept. 16, 1886.

I have Guyot's Primary and Common-School Geography. I have long been dissatisfied with the way in which our children were wasting their time in acquiring a *distaste* for Geography, and have been longing for the good time which I believe is coming, for my children, at least, so far as that branch of study is concerned. I have compared the Common School with other Geographies lately published, and am satisfied that, in the hands of a good teacher, it is THE Text-Book in that branch of study.

Yours truly,

A. G. STEPHENS.

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**From Mr. R. W. Stephenson, Supt. Union Schools, Norwalk, O.**

I have examined the first and second books of GUYOT'S series of Geographies, and REGARD THEM AS THE BEST AND MOST RATIONAL TREATISE I HAVE EVER SEEN UPON THE SUBJECT.

Yours, very truly,

R. W. STEPHENSON.

**From Mr. J. Buchanan, Supt. Public Schools, Steubenville, O.**

I have carefully examined GUYOT'S Geographies, and am convinced that they are well adapted to interest and instruct pupils in this department of study.

Yours truly,  
J. BUCHANAN.

**From President Baldwin University.**

The undersigned believes that, in philosophical treatment, in the practical system of map-drawing, and in the superior facilities presented in the wall-maps, GUYOT'S SYSTEM SURPASSES ALL OTHER SYSTEMS YET PUBLISHED IN THIS COUNTRY.

JOHN WHEELER,  
President Baldwin University, Berea, Ohio.

OBERLIN, O., Dec. 17, 1866.

The author has adopted the TRUE METHOD, the method BEST CALCULATED to interest the learner while pursuing the study of Geography, and to FIX PERMANENTLY IN THE MINDS OF PUPILS the facts and principles acquired.

The Geographies at present in use in our schools will be discarded, and I know of no work that I am prepared to recommend in place of them in preference to GUYOT'S.

Very respectfully,  
S. SEDGWICK.

**From Prof. J. B. Robinson, A. M., Principal of Willoughby Collegiate Institute.**

INSTITUTE HALL, WILLOUGHBY, O., Dec. 24, 1866.

We have used a few weeks the Geographical series of Prof. GUYOT. Their introduction has imparted new zeal in that department. GUYOT has blended beautifully into system what has never before been systematized. There is no confused mingling of heterogeneous material; but earth, with its people, products, and varied surface, is made to pass before the student with that boldness and regularity which calls up the successive objects right and left upon a journey.

We predict these Geographies will become THE UNIVERSAL TEXT-BOOKS OF THIS COUNTRY.

J. B. ROBINSON.

(Indorsed by Prof. CHAS. B. WOOD,  
MISS MARIA S. POE.)

**From Prof. L. H. Darling.**

SOUTHWESTERN NORMAL SCHOOL, }  
LEBANON, O., Dec. 17, 1866. }

I am highly delighted with GUYOT'S Primary and Common-School Geographies. I believe they are destined to work a radical change in the manner of teaching this truly noble science. THEY SUPPLY A WANT LONG FELT BY TEACHERS. Their arrangement is not only strictly scientific, but in beautiful harmony with the powers of the mind in pupils of the age they are designed to instruct.

Yours truly,  
L. H. DURLING.

**From Prof. M. J. Flanery.**

BALDWIN UNIVERSITY, }  
BEREA, O., December 18, 1866. }

I have examined GUYOT'S Geographies, and consider them IN EVERY WAY SUPERIOR TO ANY WORKS ON THE SAME SUBJECT NOW IN USE IN OUR SCHOOLS. We have ADOPTED them as our text-books.

Yours truly,  
M. J. FLANERY

**From Mr. H. M. Parker, Supt. Public Schools.**

MANFIELD, O., Jan. 5, 1887.

I have examined GUYOT's Primary and Common-School Geographies, and am highly pleased with them. In the hands of competent teachers, I think them the **BEST CLASS-BOOKS ON THE SUBJECT** of Geography with which I am acquainted.

Yours truly,  
H. M. PARKER.

**From Mr. J. B. Strawn, Principal Salem Grammar School.**

SALEM, O., Jan. 2, 1887.

I have examined PROF. GUYOT's Common-School Geography, and am pleased very much with the work. **IT IS ONE OF THE GREAT WORKS OF A GREAT AUTHOR.** I am particularly pleased with the "constructive plan" of the maps. The many attractive features of this work will make it a very popular book in the school-room.

J. B. STRAWN.

**From Prof. Samuel F. Newman, Principal of the Newman Normal School.**

MILAN, O., Jan. 3, 1887.

It certainly is very **FAR IN ADVANCE** of any thing that has been published before it.

S. F. NEWMAN.

**From Prof. John Godison, State Normal School, Ypsilanti, Mich., and Associate Editor of the "Michigan Teacher."**

*I am thoroughly a Guyot man.* \* \* \* \* To me it seems there can be but one question, not about the superiority of GUYOT's books, but of his views of the nature of Geography. If his views are right (**AS HE UNQUESTIONABLY IS**), then his are **THE ONLY GEOGRAPHIES WORTHY THE NAME.**

Yours truly,  
JOHN GODISON.

**From Mr. David Copeland, Principal of Hillsboro Female College.**

December 22, 1886.

GUYOT's Geographies were put into immediate **USE**, and are giving the **GREATEST SATISFACTION.**

Respectfully yours,  
DAVID COPELAND.

**From Dr. Theo. Stirling, A. M., Principal Central High School, Cleveland, O.**

CLEVELAND, O., Dec. 5, 1886.

I have very carefully examined GUYOT's series of Geographies and Maps, and I take great pleasure in saying that in my opinion they **ARE FAR THE BEST** that have been published in this country.

The *Science* of Geography has not hitherto been taught in our schools, and it was quite impossible to do it if the methods of the ordinary text-books were followed. But by use of GUYOT's text-books, in the spirit of their author, a competent teacher cannot fail of success in making his pupils sound geographers as far as he goes. The study of geography will no longer consist of committing to memory an innumerable number of names of localities, but it will be the study of a science, and will be a most valuable and attractive means of mental discipline.

Yours truly,  
THEO. STIRLING.

**From Prof. Lewis McLouth, Superintendent of the Public Schools of Monroe.**

MONROE, MICH., Jan. 5, 1867.

I have looked over quite carefully GUYOT'S Geographies, the Primary and Common School, and find them decidedly ahead of any thing with which I am acquainted. I, with other teachers, have for a long time been dissatisfied with the results of the present methods of teaching geography. Our classes will commit to memory verbatim the old text-books this year, and next, know nothing about geography. The fault is in the old system. It seems to me that GUYOT'S system IS THE TRUE ONE, founded upon the nature of the human mind and its natural modes of development.

I am so well pleased, in fact, that I shall insist upon the adoption of GUYOT'S Geographies in our schools as soon as it is practicable.

Respectfully,

L. McLOUTH.

**From Prof. J. A. Banfield, Supt. of Public Schools of Marshall, Mich.**

January 8, 1867.

I do not see how any progressive teacher can do other than bless the day that gave to our schools so natural, so well designed, and so beautifully excellent text-books on the science of Geography as are GUYOT'S.

I deem them the index that points to a new era in methods of teaching in American schools, and vastly superior to any thing and every thing else in this department before the public.

Yours truly,

JOHN A. BANFIELD.

**From Mr. J. J. Childs, Supt. Union Schools, Warren, O.**

January 10, 1867.

Having carefully examined GUYOT'S Common-School Geography, I DO NOT HESITATE TO PRO-  
NOUNCE IT THE BEST WORK OF THE KIND EVER OFFERED TO THE PUBLIC.

Respectfully yours,

J. J. CHILDS.

**From Rev. David Copeland, A. M., President Hillsboro Female College.**

HILLSBORO, January 9, 1867.

In all respects, GUYOT'S Common-School Geography IS SUPERIOR TO ANY OTHER SIMILAR WORK PUBLISHED IN THIS COUNTRY, OR IN ANY OTHER. It is philosophical, accurate, and interesting.

DAVID COPELAND.

**From Prof. M. H. Cole, Teacher of English in Ohio Wesleyan University.**

DELAWARE, O., January 8, 1867.

I have examined Prof. GUYOT'S Geographies, and am so well pleased with them as to give them a trial. Their plan seems to be happily conceived, LEADING rather than FORCING the mind in its development.

Yours truly,

M. H. COLE.

**From Miss Sara Mahan, Preceptress of Green Bay and St. Edwards Academy, Wis.**

GREEN BAY, January 7, 1867.

We have used GUYOT'S Wall-Maps in our Academy, and recommend them as far superior to any others I have ever seen.

I have also examined the Geographies by the same author, and consider his plan infinitely preferable to that of any series now in use, and am convinced that it is destined to work a radical change in the present method of teaching this branch of study.

Yours very truly,

SARA MAHAN.



From Prof. C. W. Clifton, New York.

Messrs. Charles Scribner & Co.

I have been using Prof. GUYOT's Geographies from the time of their publication, and I am satisfied, after a thorough trial and examination of them, that they are the very best in use, combining the qualities of perfect accuracy and systematic arrangement to an extent never heretofore attained.

Teachers who have been unsuccessful in teaching Geography by the old methods, will find it a pleasant and comparatively easy task, by availing themselves of Prof. GUYOT's valuable aid. I have TAUGHT ONE OF MY PUPILS BY THIS METHOD, WHO HAD DESPAIRED OF EVER LEARNING GEOGRAPHY, HAVING FAILED TO COMPREHEND IT AFTER YEARS OF STUDY IN SOME OF THE BEST SCHOOLS IN THIS CITY.

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From Principal State Normal School, Conn.

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Very truly yours,

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From Principal Plainfield Public School.

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PLAINFIELD, N. J., Jan. 15, 1867.

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Yours very truly,

E. C. BEACH, A. M.,

Principal Plainfield Public School.

From Prof. Thomas W. Harvey, Superintendent of the Union Schools of Painesville, Ohio.

January 12, 1867.

I have examined, with great care, the first and second books of GUYOT's Geographical Series, and am now using the second book in the High School Department of our Union Schools. I am exceedingly well pleased with them. They are UNQUESTIONABLY THE BEST TEXT-BOOKS on that important branch of study now in use; in fact, the only ones that treat the subject in a rational, philosophical manner. Instead of requiring the student to commit to memory a mass of disconnected facts, to be soon forgotten, GUYOT's method calls the attention to prominent features of the SCIENCE, discards all useless details, and so systematically arranges the facts used, that it AIDS, instead of TAXING, the memory. Studied according to this method, Geography becomes a means of securing the best mental discipline, as well as a branch of study highly valuable from the importance of the facts of which it treats.

The Maps, which should accompany the series, are a great improvement on the outline maps now used, presenting, as they do, the great physical features of the earth in so marked a manner.

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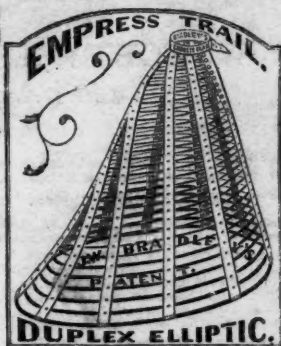
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